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ABSTRACT

The Iowa guide to foreign language curriculum development, the result of a 1985 state mandate, is designed to help local teachers and administrators build on and improve current curriculum and instructional methods. An opening section outlines the rationale, philosophy, and goals of the guide, and subsequent sections focus on curriculum design and evaluation. The first of these addresses a variety of curriculum issues: intended student outcomes by proficiency level, modern language objectives and activities, Latin instruction for proficiency, foreign languages in the elementary schools, French scope and sequence, German scope and sequence, Spanish scope and sequence, recent trends in foreign language instruction, and the use of instructional technology. The second discusses program self-evaluation, program evaluation by students, and evaluation of student performance. Appended materials include the American Council on the Teaching of Foreign Languages' 1986 proficiency guidelines, a sample program evaluation model, college and university enrollment and graduation requirements for foreign language study, samples of ads illustrating language-related career opportunities, and information on language-related professional associations. (MSE)

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A GUIDE TO CURRICULUM DEVELOPMENT IN FOREIGN LANGUAGE

Curriculum Coordinating Committee Report
Iowa Department of Education

Others in this series of curriculum guides:
Arts, Language Arts, Mathematics, Science and Social Studies

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FOREWORD

Curriculum development is a synergistic, evolutionary, ongoing process which builds on successful practices and techniques. An effective curriculum stimulates each student to achieve his or her personal best and prepares the student to meet a rapidly changing world. An effective curriculum is a challenge to students and educators. It challenges students to continually achieve and educators to continually develop their teaching techniques.

This guide is a result of a 1985 mandate from the Iowa General Assembly, calling for the Department of Education to develop "subject matter committees and committees that cross subject matter lines for coordination of curriculum at all education levels."

This mandate was a response to one of the major recommendations of the Legislature's Excellence in Education Task Force report of 1984, First in the Nation in Education (FINE). The Department of Education based its plan for implementing the legislation on recommendations from the report. The Department established six subject matter committees of 15 to 17 members for the arts, foreign languages, language arts, mathematics, sciences, and social studies. The committees were composed of elementary teachers, secondary teachers, merged area school faculty, college and university faculty members, area education agency consultants, school district curriculum coordinators, and other education professionals.

The committees devoted their first year of activity to the vertical articulation of each subject area. This guide is the result of that work. The FINE report notes the importance of horizontal articulation across subject areas, developing such skills as reading and comprehending, writing, speaking and listening, problem solving, conceptualizing, reasoning, analyzing, and learning to learn. This guide will be used as a basis for horizontal articulation in coming years.

The best curriculum is not mandated or enforced from outside. It results from the active involvement of teachers and administrators striving to meet the needs of students. It combines new processes and research about effective curriculum with the experience and expertise of teachers, administrators, and specialists.

This publication is designed to guide faculties and administrators in developing curriculum and improving instruction in foreign languages. It is intended to help districts enhance and build upon their current local curriculum.

Robert D. Benton

Robert D. Benton, Ed.D.
Director, Iowa Department of Education

A C K N O W L E D G E M E N T S

The Department of Education would like to commend the Foreign Language Curriculum Coordinating Committee for their dedication and expertise in refining A Guide for Curriculum Development in Foreign Language. This working guide will help schools develop or refine their local foreign language curriculum and ultimately improving teaching.

Several elements of this guide are drawn from A Guide to Curriculum Planning in Foreign Language, published by the Wisconsin Department of Public Instruction. We thank the agency and its staff for their permission to distribute their excellent work to Iowa teachers.

Thanks also to other states whose curriculum models were of use to the committee: Alabama, California, Georgia, Indiana, New York, Oklahoma, Pennsylvania, and Utah.

The section on Latin for Proficiency was prepared by a subcommittee of the Foreign Language Curriculum Coordinating Committee. The members of the subcommittee were Joyce Fant, Roosevelt Senior High School, Des Moines; Anthony Lennon, Fort Dodge Senior High School, Fort Dodge; and James S. Ruebel, Iowa State University, Ames.

FOREIGN LANGUAGE CURRICULUM COORDINATING COMMITTEE

This publication was developed with the aid and advice of a 16-member committee of foreign language professionals from around the state. As representatives of the readers and users of the model, they helped to ensure that this publication reflects the needs and views of those who will use it.

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Rationale
Philosophy
Goals

RATIONALE FOR FOREIGN LANGUAGES*

WHY EMPHASIZE FOREIGN LANGUAGES AND INTERNATIONAL STUDIES?

American citizenship has increasingly come to mean world citizenship. As the nations of the world grow ever more interdependent, Americans will require greater abilities to understand complex, worldwide issues in an era of accelerating change.

Those who have knowledge of the world at large and have equipped themselves to communicate across cultural and linguistic boundaries will have increased their capacity to function as global citizens, to lead a fuller life, and to succeed in the market place.

In virtually every field, the search for knowledge has become a concerted, multinational endeavor. Research efforts in areas ranging from agriculture to economics to medicine have taken on a broader dimension as they have been undertaken cooperatively by researchers worldwide, and as the results have been conveyed to international audiences. This trend is especially evident in the magnitude of technological innovations in such areas as the development and manufacture of computers, automobiles, and air- and spacecraft.

As citizens of Iowa, of the United States, and of the world, we must recognize that changes in world conditions dictate adjustments in our educational practices. Our present knowledge about other peoples and other cultures is seriously deficient. As we attempt to deal with mounting uncertainties in political relations with other nations and shifts in economic power, these deficiencies become increasingly evident.

The study of foreign languages should be regarded as an important part of a broad-gauged commitment to international education. Aside form the more obvious benefits that such study brings -- economic advantage, intercultural communication, increased security, and esteem for the state and nation -- knowledge of a second language should be emphasized for its other, less apparent benefits as well.

Learning another language provides a unique opportunity for enlarging an individual's intellectual horizon by introducing new patterns of thought. It provides another perspective on the world. The acquisition of such abilities sharpens critical judgment, which is becoming

* Adapted from the Report of the Governor's Task Force Report on Foreign Language Studies and International Education, September 1983.

increasingly important in dealing with the complexities and expanding knowledge base of the modern world.

Recent studies indicate that the study of a second language may indeed produce cognitive change, altering thinking patterns and increasing an individual's ability to employ new modes of thought and perception. The Admissions Testing Program of the College Board recently published a summary of SAT scores entitled Profiles, College-Bound Seniors 1981. Correlations of the numbers of years the seniors had studied specific subjects with their SAT scores revealed some noteworthy data. The 13.6 percent of the 922,919 seniors tested who had taken no foreign languages had a mean score of 366 for the verbal part of the test and 409 for the math part. The overall average of those tested was 426 for the verbal and 467 for the math parts of the test. Seniors who had taken a one-year foreign language course, 13.4 percent, scored 378 on the verbal test and 416 on the math test. Seniors who had studied foreign languages for two years, 35.4 percent, scored significantly higher — 417 on the verbal test and 463 on the math test. Those who had studied foreign languages for three or more years attained even higher scores: three years, 20.2 percent, had a mean verbal score of 450 and a mean math score of 496; four years, 13.5 percent, had a 479 verbal score and a 516 math score; five years, 3.8 percent, had a 504 verbal score and a 535 math score.

These findings are doubtless open to many interpretations, but they have intriguing implications for foreign language study because such study correlates with student achievement in other areas of the curriculum.

EDUCATION

Iowa has historically been a leader in education at all levels, from kindergarten through graduate school. The willingness of Iowans to invest substantially in education has long been a tradition and source of pride throughout the state. The investment has paid large dividends by providing Iowa with the highest literacy rate in the nation and an educated and skilled work force, as well as contributing to the development of ideas and solutions to problems in agriculture, health, business, manufacturing, the environment, and the arts. Education in Iowa has not only trained valued and humane citizens who serve the state and its communities, it has also provided opportunities for Iowa's young people to acquire the tools necessary to work and live in the state, in the nation, and abroad.

No state can claim a leadership role in education without a strong, comprehensive program in foreign languages and international education — one that significantly touches the lives of many, if not all, students. In order to continue the Iowa tradition of excellence in education, Iowa must increase its emphasis on foreign languages and international education.

ECONOMIC RESOURCES

The state of Iowa enjoys a unique and strategic position in the world. In addition to its impressive human resources, Iowa is blessed with valuable natural resources, including some of the most productive arable land in the world. These resources provide Iowa with immense potential for improving the life, not only of its own citizenry and the citizens of the country, but of the world at large.

Iowa's full-fledged membership in the world community is clearly demonstrated in many ways:

* Iowa's export business is a major factor in the economic welfare of the state and its citizens. The total value of Iowa exports in 1981 ($6.71 billion) amounted to approximately $2,303 per person. Iowa was the nation's leading state in 1981 in the value of agricultural exports ($3.74 billion). More than 800 manufacturers throughout the state export their goods to other countries. John Deere, Inc., just one example of many, now does nearly 20 percent of its business outside North America. Cedar Rapids, where one out of every six persons depends either directly or indirectly on export business for employment, is the largest export city in the United States on a per capita dollar basis. (Sources: Iowa Development Commission, Cedar Rapids-Marion International Trade Bureau).

* Membership in the world community means jobs for Iowans. Approximately 56,000 members of Iowa's work force depend directly or indirectly on foreign trade for at least a portion of their incomes. Foreign investors in the state provide 7,580 additional jobs, ranging from printing to grain processing to cement manufacturing. Countries with substantial investments in Iowa include Australia, Belguim, Canada, Denmark, Germany, Great Britain, Italy, Japan, Luxembourg, The Netherlands, and Switzerland. (Source: Iowa Development Commission).

EXPANDED HORIZONS

While the economic advantages to be gained by developing our potential for intercultural literacy are impressive, the value of foreign language and international studies programs extends far beyond the benefits we generally associate with life in the market place.

Free societies renew their freedom by having the courage to learn from the cultural creativities of all peoples. Our vitality as a nation is a function of this courage. It is clear, therefore, that we must develop our capacity to draw on the cultural diversity surrounding us. Otherwise, we will deprive ourselves of a vital opportunity to engage in the

exciting process of enriching our lives by deepening our appreciation for the culture, history, and life patterns of our international neighbors.

Iowa is located in the heartland of the nation. Its people are responsible and hard-working, inclined to accept what they believe to be the "practicalities of life." Why, then, learn foreign languages? "No one ever uses a 'foreign' language." "Learning a foreign language is a waste of time and money." "Travel is expensive and difficult, given our location." These reasons, and others, are frequently offered by Iowans for a lack of interest in learning foreign languages.

Iowa's comparative geographical and cultural isolation is a persuasive reason for strengthening its ties with the world outside the state — a world which is increasingly interdependent. Our ignorance of other languages and cultures inhibits us from making the kinds of human contacts which bring people together and enable them to communicate with each other.

"Iowa — a Place to Grow" is a state motto whose many meanings represent an important challenge. One of those meanings is that Iowans have a capacity to grow culturally by learning the languages and acquainting themselves with the culture of other peoples of the world.

Any suggestion that Iowans can exist in isolation is rendered anachronistic by the worldwide information/technology explosion and by its attendant phenomena of rapid communication, more efficient means of travel, and intensified levels of interdependence among nations — phenomena that affect virtually every aspect of our daily existence.

The citizens of Iowa must gain a greater awareness of this interdependence and continue to develop their pride in the contributions they make to the rest of the people who share the world. The air we breathe, the water we drink, the coffee we have with our breakfast, the gas we use in our cars, and the cars themselves are reminders of the fact that we are inextricably linked to a global system on which we are dependent for our standard of living, indeed, for our very existence.

But it is more than mere technology or the need for foreign goods and services which unites Iowans with the rest of the world's peoples. As fellow human beings, we share a collective future. It is a future in which we cannot afford to ignore those who live in other countries if we expect to preserve our technological, economic, and cultural systems and live in peace.

In the recent welcome extended to refugees from Southeast Asia, Iowans affirmed their stature and humane identity as world citizens. There is much that Iowans can learn from these new residents as well as from the state's many other ethnic groups, including Afro-Americans, American

Indians, Hispanics, and those whose European heritage is Czech, Dutch, Finnish, French, German, Norwegian, and Swedish. As Iowa has became an increasingly multicultural state, its opportunities for learning from other cultures have grown.

Iowans need to interact with the other peoples of the world in positive, empathetic ways, appreciating human similarities and respecting cultural differences. Any learning experience that advances that aim can be considered a part of international education. At this point, however, we lack a vital catalyst: expanded educational programs that provide the tools necessary for language competence and cultural understanding.

The report of the National Commission on Excellence in Education, entitled A Nation at Risk: The Imperative for Educational Reform, summarized the matter well: "Achieving proficiency in a foreign language ordinarily requires from four to six years of study and should, therefore, be started in the elementary grades. We believe it is desirable that students achieve such proficiency because study of a foreign language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the Nation's needs in commerce, diplomacy, defense, and education."

PHILOSOPHY

Promote a comprehensive foreign language and international studies program for Iowa.

The foreign language program should extend from kindergarten through college and beyond, in a coordinated effort to reach all Iowans. It should develop an appreciation of the great variety of human experience; an awareness of the world as a place of great diversity in values, attitudes, and needs, as well as in modes of expressing them; and skills for effective communication in foreign languages. The curriculum should be guided by a global perspective that arouses students' interests in the rest of the world.

The implementation of a comprehensive foreign language and international studies program should rest on the following basic principles:

* The development of cultural understanding of the other nations of the world should be an integral part of the curriculum in Iowa schools at all levels of instruction, so that students are prepared for meaningful lives and careers as citizens of the world.

* All courses should be taught from a global perspective. The recognition of international implications should permeate subject matter and teaching at all levels.

* The opportunity to develop competence in at least one foreign language should exist for all students in Iowa schools through sustained and uninterrupted sequences of study. The maintenance and improvement of language skills of students whose first language is not English should be strengthened by bilingual, bicultural educational programs, including the teaching of English as a second language.

* In providing this opportunity, the state should take advantage of the fact that readiness to accept cultural diversity and to acquire a second language is particularly strong at the elementary grade levels.

* The opportunity to acquire, maintain, and improve foreign language skills and international understanding should be made available to all adult Iowans.

The program should stress that foreign language learning is an essential part of the curriculum, not merely a frill, and that it is complementary to studies in English grammar, composition, and speech. It should also stress that social studies are enriched by an international focus that develops global understanding by emphasizing such areas as geography, history, economics, anthropology, government, and politics. Such a program should further stress that foreign language studies and international studies have a vital, reciprocal, and supportive relationship and must be developed in an integrated manner.

A comprehensive foreign language and international studies program should also emphasize the significance of international trade, finance, and investment; the importance of the metric system; the international ramifications of agriculture, nutrition, and food supply; and the role of architecture, art, drama, law, literature, and music in the many cultures of the world.

Although school districts in Iowa vary widely in size, type of population served, and other relevant concerns, it will not be possible, or desirable, for all districts to offer virtually the same curriculum in foreign language and international studies. There are, however, specific educational objectives which should be held in common by all Iowa school districts:

* Develop usable skills in one or more foreign languages.

* Develop an appreciation for cultural diversity and the value and uniqueness of a number of specific cultures.

* Promote understanding of ethnic heritage and the significance of cultural pluralism in the United States.

* Help students acquire an awareness of the importance of participating in an increasingly interdependent world and an appreciation of the dangers of making generalizations about foreign cultures and of relying on stereotyped assumptions about foreign peoples.

* Develop abilities that will enhance career opportunities in this country and abroad.

* Enrich the personal lives and intellectual growth of students.

These recommendations apply to all levels of education — elementary, secondary, and postsecondary. The following curricular modifications and emphases are recommended at the postsecondary level:

* Collegiate and graduate schools of business should increase the foreign language and international content of existing programs.

* Professionals in business and in education should cooperate in developing and strengthening educational programs in international business, including participation by members of the business community in teaching, consulting on curriculum content, and establishing internships and other special educational programs and opportunities for students.

* Language departments and colleges of education should develop appropriate courses for foreign language instruction and international education in the training of teachers for elementary schools, as well as other programs and courses supportive of this comprehensive program.

* Language programs in less commonly taught languages, such as Japanese, Chinese, Arabic, and Russian, should be strongly encouraged, supported, and offered.

Every educational institution in the state is encouraged to immediately consider how it can strengthen its programs in foreign language studies and international education as promptly and effectively as possible.

EQUITY FACTORS

Among the considerations in foreign language studies are the differences in experiences of women and men; of people of all races, colors, and ethnic groups; and of people of varied physical and mental abilities. These assumptions often result in sorting, grouping, and tracking minority, female, and disabled students in stereotyped patterns. In Iowa, however, the statistics show this pattern: current enrollment in foreign language in grades 9 to 12 is 46,845 in public schools. Of this total, 18,603 (39.71 percent) are boys, and 28,242 (60.29 percent) are girls. Teachers need to make additional efforts to attract boys into the foreign language program, and to recruit minorities.

Stereotyping prevents people from exploring all options and opportunities according to their individual talents and interests. The cost of bias to academic achievement, psychological and physical development, careers, and family relationships is significant. School district personnel are urged to actively value all persons by including the contributions, images, and experiences of all groups in curricular objectives and classroom activities. The following forms of bias should be eliminated.

Invisibility: Underrepresentation of certain groups, which leads to the implication that these groups are of less value, importance, and significance.

Stereotyping: Assigning only traditional and rigid roles or attributes to a group, thus limiting the abilities and potential of that group; denying students a knowledge of the diversity, complexity, and variations of any group of individuals.

Imbalance/Selectivity: Presenting only one interpretation of an issue, situation, or group; distorting reality and ignoring complex and differing viewpoints through selective presentation of materials.

Unreality: Presenting an unrealistic portrayal of our history and our contemporary life experience.

Linguistic Bias: Excluding the role and importance of females by constant use of the generic "he" and sex-biased words.

Study of a foreign language presents an excellent opportunity to make students aware of stereotypes, traditional sex roles, and other biases particular to the target culture or prevalent in American society. Teachers should explore such topics whenever feasible, both to foster

understanding of the foreign culture and to cause students to reflect on their own values and preconceptions.

In cultural material, the role of women should be discussed, along with the cultural and economic reasons for the continuation of male-dominated societies. The work of women outside the home should be brought to light. For example, in Hispanic cultures, stress the role of women in agricultural work, light industry, commerce, and the arts. In French and German cultures, show women in commerce, politics, the arts, education, communications, and science. In any culture, prominent female figures should be discussed.

Foreign language classes should also cover the role of cultural minorities in a society. Spanish classes should spend some time on cultural, literary, and illustrative material from the Afro-Antillian and Indian cultures. French classes should include cultural, literary, and illustrative material on French Jews, French West Africans, French-speaking North Africans, and French Canadians.

HIGHER ORDER THINKING SKILLS

Education today must prepare young people to live in a rapidly changing, interdependent world. Being able to communicate in a variety of ways will be of great importance. Besides an ability to communicate, the new basics in education, according to the Education Commission of the States (1982), include the ability to think critically and creatively, solve problems, organize, analyze, synthesize, and evaluate.

Recent research shows that foreign language study improves creativity, communication, and inference and problem-solving skills. To express themselves in a foreign language, students must analyze, choose among options, and synthesize a new whole. Learning a foreign language, therefore, involves learning to think. (See Table 1 for a taxonomy of thinking levels.)

In addition to teaching language and culture, foreign language teachers must recognize and exploit opportunities to teach thinking skills. To do this, the thinking skills are identified, modeled, used, and taught. According to Arthur L. Costa, thinking can be taught in three ways: teachers can teach for thinking, of thinking, and about thinking. Teaching for thinking involves strengthening cognitive abilities through teaching the content area. For example, in Spanish, students are asked to distinguish the differences between the two verbs that mean "to know," "saber" and "conocer." Teachers teach of thinking when a particular thinking skill, such as classifying, is taught. Teachers may ask students to classify a random list of vocabulary words by putting them into categories defined by the students. The students may choose to classify words according to the grammatical part of speech (verb, adjective), meaning (food words), the word ending (words that end in "o"), or any characteristic they feel gives meaning to the category. Helping students to be aware of their own thinking processes is teaching about thinking. Costa also states that there are several teacher behaviors that may improve student thinking.

1. Ensure that students process information.
2. Ask broad, open questions.
3. Wait before calling on students.
4. Follow-up student responses by asking for clarification, elaboration, evidence, thinking process.
5. Have a clear purpose and plan a sequence of activities to accomplish it.
6. Make students conscious of their own thinking processes.

7. Model problem solving and other thinking processes.
8. Have students ask questions of their own.

These behaviors are already used extensively in teaching foreign language. Since learning another language involves learning to think and perceive in a new way, language teachers are equipping students for the future by teaching them how to think and then giving them opportunities to do so.

Table 1
TAXONOMY OF THINKING LEVELS*

Level	Cue Words		
KNOWLEDGE Recall Remembering previously learned material	Observe Repeat Label/Name Cluster List Outline/Format Stated Record Match	Memorize Recall Recount Sort	Define
COMPREHENSION Translate	Recognize Locate Identify Restate Paraphrase Tell Document/Support Describe Precise/Abstract	Report Express	Explain Review Cite Summarize
APPLICATION Generalize Using learned material in new and concrete situations	Select Use Manipulate Sequence Organize Imitate Show/Demonstrate Frame How To Apply	Dramatize Illustrate Test Out/Solve Imagine/Information Known	
ANALYSIS Break Down/Discover Breaking down material into its component parts so that it may be more easily understood	Examine Classify Distinguish/ Differentiate Outline/No Format Given Map Relate To Debate/Defend Conclude/Draw Conclusions	Characterize Compare/Contrast (Similarities/ Differences) Question Research	Interpret Refute Infer Analyze
SYNTHESIS Compose Putting material together to form a new whole	Propose Plan Compose Formulate Design	Construct Emulate Imagine/Speculate Create	Invent
EVALUATION Judge Judging the value of material for a given purpose	Compare-Pros/Cons Prioritize/Rank Judge Decide Assess Rate Evaluate Criticize Argue	Justify Convince Persuade	Value Predict

*Benjamin Bloom

CAREER AWARENESS

Often students who are taking a foreign language think only of the traditional careers associated with foreign language study, such as teacher, professor of literature, interpreter, or translator.

Teachers and guidance personnel need to add the job titles of archivist, bilingual nurse, bilingual social worker, foreign buyer, foreign service officer, importer-exporter, intelligence specialist, international lawyer, international market manager, international relations specialist, international trade economist, linguist, special FBI/CIA agent, technical publications writer, or travel agent.

Business people tell us that foreign language skills make employees more desirable in almost all positions in a company, whether it's a receptionist or telephone operator, bookkeeper or accountant, design engineer, general manager, or public relations specialist. Of course, the person must possess the primary skill of accounting, engineering, or graphic arts. The foreign language skill is an addition to that person's capabilities.

For example, a person interested in journalism must first know the basics of a good story, be able to write, and be interested in the kind of work journalism entails. Then, if he or she wants to do an in-depth story on Americans of Mexican descent, the language skills will help the journalist develop a better human interest feature than a reporter without those skills and cultural sensitivity. Perhaps this person would be interested in international reporting. The first requirement is to become an excellent reporter or photo journalist, then join an organization large enough to send him or her to do a story abroad, or for permanent assignment abroad. A good article for teachers and counselors concerned about giving an accurate picture to students of business and foreign language is "Bilingualism in Business: Past, Present and Future," by Marianne Inman, Alaska Pacific University, in ERIC/CLL News Bulletin, Vol. 9, No. L, March 1986. Another related article is: "The Language of Foreign Trade," New York Times, October 7, 1985 p. A31.

Foreign language interest and skills added to a career make an exciting combination in the world of work.

Scope
Sequence
Strategies

STUDENT OUTCOMES
BY PROFICIENCY LEVELS

How can teachers, administrators, school board members, and parents help strengthen their communities' programs in foreign language studies and international education?

Through this guide, each constituent can find information that may shape some new behaviors or reinforce currently used practices. The curriculum presented here is based on proficiencies in five areas of foreign language competence. Perhaps the area needing the most change in the classroom is the speaking area. Providing opportunities for student practice and grading student performance in oral achievement is a significant challenge.

The sections on each of the five areas of skill in foreign language provide samples of goals and teaching activities. Individual teachers will need to write more detailed curricula tied to their textbook, supplementary readers or workbooks, media, and resource persons. Since studies of foreign language students show that one of their principal goals is to be able to communicate orally in the language, speaking activities should be stressed at all levels of instruction. This will profoundly influence curriculum planning, regardless of whether it is fifth grade, eleventh grade, or the first year in college.

TYPICAL CONTEXTS

These are suggested content areas for the lower levels. At the upper levels content is virtually limitless.

1. Basic: numbers, colors, time, day, date, alphabet

2. Personal Identification: age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, complexion, facial features, body shape, character, personality, likes and dislikes, tastes and interests

3. House and Home: house, apartment, identification, size/function, furnishings, garden/terrace/balcony

4. Family Life: family members, activities, daily schedule

5. Community/Neighborhood: basic courtesy expressions, common activities, local stores/facilities, recreational opportunities

6. Physical Environment: big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, opportunities for recreation and entertainment, animals

7. Meal Taking, Food, and Drink: everyday family fare, regional and national specialities, fast food, food and drink preparation, regular family meals, eating with friends or relatives, eating out

8. Health and Welfare: identify parts of the body, symptoms of illness, feelings

9. Education: classroom objects, types of schools, subjects, schedule/school year, extracurricular activities

10. Earning a Living: commonly known occupations

11. Leisure: after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, religious events, traditions and customs, family occasions.

12: Public and Private Services: telephone, mail, post office

13. Shopping: shopping centers, specialty shops, neighborhood merchants, department stores, markets, shopping time, currency, interaction with sales staff, staples and everyday purchases, prices

14. Travel: means of transportation, maps, timetables, fares, signs and instructions, interaction at ticket counters, advertisements/promotional information, directions

15. Current Events: miscellaneous news, arts (theater/cinema/music), people in the arts, special events

OBJECTIVES AND ACTIVITIES - MODERN LANGUAGES

LISTENING

GENERAL DESCRIPTION

Listening skills are the receptive skills related to hearing and aural comprehension. They should develop students' capacity to derive meaning and understanding from authentic speech. Students should have numerous opportunities to hear the language in contexts where the focus is on communicating a message or sharing information. Students should be taught to use context to overcome difficulty caused by unknown elements of speech, and to preserve their focus on global comprehension. As comprehension improves, students should be encouraged to identify as many

specific details of the communication as possible. Eventually, they should be able to recall most of the significant details from authentic speech samples of an appropriate length and difficulty level.

Students should demonstrate understanding of what is heard through appropriate interaction, such as spoken or written response, or gesture. In general, listening is taught in conjunction with other skills such as speaking and writing; classroom activities often involve simultaneous use of more than one skill.

NOVICE LEVEL

Description

Students begin without knowledge of the target language. They proceed from understanding short phrases, consisting of two or three previously learned words, to comprehension of slightly longer phrases or sentences in which context aids understanding. For the most part, vocabulary is concrete in nature, and tends to be associated with visual cues, such as objects or gestures. Students often require repetition for comprehension.

Some Objectives

A. Learn to recognize and distinguish the sounds and tones that convey meaningful units in the target language.

B. Recognize the previously learned individual units when they are combined in phrases and sentences.

C. Become sensitive to intonation patterns such as statements, questions, and exclamations.

D. When appropriate, learn to associate sounds with the alphabet.

E. Hear others use the language for communication purposes, particularly where context strongly supports understanding and speech is clearly audible.

Some Activities

- Teacher attaches numbered signs to five objects in the classroom and pronounces the names of the objects, one at a time. Students hold up the correct number of fingers to correspond to the number of the object named.

- Teacher gives a series of commands, and the students respond by carrying out the corresponding action. (Example: "Pick up the pencil," or "Go to the window.")

- o Teacher combines learned vocabulary into simple yes/no questions; students respond by answering "yes" or "no" in the target language.

- o Teacher gives routine greetings, classroom instructions, and directions in the target language.

INTERMEDIATE LEVEL

Description

Intermediate level students are distinguished from novice level students in listening ability by their increased understanding of longer utterances in concrete situations. Students begin by comprehending short sentences in specific contexts and proceed to comprehension of longer sentences and short conversations on familiar topics. They comprehend new vocabulary within patterns already mastered, and are able to understand simple vocabulary explanations in the foreign language. Students demonstrate the ability to discriminate similar sounds with different meanings. They become aware of grammatical structures and exhibit understanding of basic constructions. Comprehension of details is limited to shorter sentences or conversations, but students understand the main ideas of longer samples of authentic speech. Students begin to sustain understanding over longer stretches of connected discourse on a number of topics. Compared to advanced listeners, comprehension is less in quantity and poorer in quality.

Some Objectives

A. Demonstrate increasing familiarity with syntactical clues such as subject-verb agreement, adjective-noun agreement, verb tense, and singular-plural.

B. Able to extract meaning and information from increasingly longer utterances.

Some Activities

- o Students watch a video-cassette of a jingle or song from an advertisement, and demonstrate comprehension by using another skill, such as speaking (e.g., learning to sing the jingle) or writing.

- o As an individualized learning experience, students listen to a tape made by teacher that uses a series of interconnected commands, and carry out these directions in the proper sequence. For example, "On your map, move the car forward three blocks and turn right. Are you at the grocery store?"

- o Teacher describes or asks questions about a familiar topic. Students select the correct answer from among several choices.

- o Teacher uses the target language for most directions, instructions, and explanations.

ADVANCED LEVEL

Description

Advanced level students are distinguished from intermediate level students in listening ability by increased comprehension of conversations about routine situations that might occur in school, work, or daily life. Knowledge of grammar and syntax is adequate for understanding descriptions and narrations about the present, past, and future. Students progress to understanding of discussions, oral reports, recordings, films, or other audio-visual material related to concrete topics. Students show increased ability to make inferences about the underlying meaning of the utterance or the intentions of the speaker.

Some Objectives

A. Increasingly able to use syntactical elements effectively in understanding utterances of increasing length and complexity.

B. Able to understand main ideas and most details of connected speech on a variety of topics in situations that are not necessarily familiar or previously studied.

Some Activities

- o Teacher uses target language for all classroom activities.

- o Teacher plays a videotape of a news broadcast or travelogue and asks students to summarize the information they have heard.

- o Teacher tells or reads a story, and asks students to make inferences about or analyze the actions of the characters.

SPEAKING

GENERAL DESCRIPTION

Growth in the ability to communicate verbally in a foreign language requires numerous opportunities both to hear the language spoken and to

interact with classmates, the teacher, and other speakers in the target language. One of the chief measures of the success of a foreign language program is the amount of time students spend speaking the language.

NOVICE LEVEL

Description

Communication must occur, even though the speaker is able to operate only in a very limited capacity within very predictable areas, and vocabulary is limited to learned material necessary to express simple needs and basic courtesy formulae. Novices typically are understood only with difficulty, even by persons such as teachers who are used to speaking with non-native speakers, and can ask questions or make statements with reasonable accuracy only by using short memorized utterances or formulae.

As novice speakers approach the intermediate level of proficiency, they should show occasional signs of an ability to create with the language by asking and answering simple questions, initiating and responding to simple statements, and maintaining simple face-to-face conversations when dealing with very familiar topics.

All levels can benefit from a warm-up period at the start of class during which the teacher engages one or more students in conversations that attempt to personalize expressions which have previously been practiced.

Some Objectives

A. Give personal identification including name, age, address, birthdate, nationality.

B. Identify familiar objects such as articles of clothing and common classroom items.

C. Use well-learned material to ask and answer basic questions and make simple requests.

D. Use acquired vocabulary to express basic likes and dislikes.

E. Talk about routine activities and simple daily schedules.

Some Activities

- Teacher requires short fluency-building sharing activities (e.g. two to three minutes) during which students, in groups of two, are asked to ad-lib a situation beginning with an open-ended expression which has already been practiced, such as "Do you have brothers or sisters?", "What are you doing on Saturday?", etc.

*o Given an imaginary visit by a foreign student, the students will introduce each "member" of their "families," adding perhaps one fact about each.

o Students practice and share role-playing activities (e.g. teacher-written playlets) in which they communicate with well-learned material which provides a context.

INTERMEDIATE LEVEL

Description

Although errors are numerous, intermediate level speakers are able to "juggle" the words and structures they have learned in order to create with (i.e. personalize) the language to satisfy some survival needs and limited social demands. They can generally be understood by native speakers who are in regular contact with foreigners attempting to speak their language, but may require repetition. While primarily reactors, they can ask and answer questions and participate in simple conversations.

At the upper range of the intermediate level, speakers show spontaneity in language production but fluency is very uneven. While they can initiate and sustain a general conversation, extended discourse is largely a series of short utterances. Their occasional success in accomplishing the advanced level ability to narrate and describe in the past and future and to speak at the paragraph level is not able to be sustained. They still have to repeat utterances to be understood by the general public.

Some Objectives

A. Get into, through, and out of a typical (uncomplicated) cultural situation such as ordering a meal or reserving a hotel room.

B. Give personal information including work, study, and leisure activities.

C. Ask and answer who, what, when, and where type questions beyond the context of memorized material to elicit information within a limited range of content areas.

D. Be able to identify and describe a more extended range of common items and events than is the case for a novice.

Some Activities

*o The student will role-play a phone call in which he or she describes a party held for a family member, including the time,

place, some of the people in attendance, and some of the gifts given or the games played.

ADVANCED LEVEL

Description

Advanced level speakers are able to satisfy routine social demands and limited work requirements. They can narrate and describe in the past and future and are able to speak in full paragraphs. They are full participants when discussing routine situations that occur in school, work, or daily life. They are usually very successful when circumlocuting to remedy vocabulary or syntactic limitations.

At the upper range of the advanced level, students often show remarkable fluency. They give occasional evidence of the ability to offer supported opinions, hypothesize, and discuss abstract topics, but they are unable to sustain this.

Some Objectives

A. Talk at length about topics of current interest such as news, school activities, or personal experiences.

B. Use the past tense in extended discourse to tell about their activities last summer or family's daily routine last year.

C. Use the future tense in extended discourse to tell what they plan to do in two or three years.

D. Talk about their favorite school subject and tell why they think that subject is important.

Some Activities

o Students role-play a situation in which some complication is introduced, such as an automobile breakdown, the loss of a passport, or an illness which requires a trip to the doctor, the dentist, or the pharmacy.

*o Having seen a film or television program, listened to the radio, or read a story, the student will describe the situation and explain what happened.

* Modern Foreign Language Generic Competencies, Levels 1-4, Indiana Department of Education, State House Room 229, Indianapolis, Indiana, 46204.

READING

GENERAL DESCRIPTION

Because the written language of most cultures goes beyond "written talk," instruction in the features unique to a specific written language needs to be part of the reading objectives.

Reading at the beginning levels should be based on the language orally mastered. Interesting, relevant, useful, amusing, and real-life messages conveyed in contexts should be selected.

Reading tasks should then be broadened to include reading for specific, detailed information and extensive reading for general information and meaning. Whenever possible, reading should include authentic materials from the target culture.

NOVICE LEVEL

Description

Students begin with no functional ability in reading the target language. They proceed to sufficient understanding of the written language to recognize and comprehend highly contextualized words, cognates, and short phrases in predictable areas. They move toward reading and interpreting set expressions in areas of immediate need while using visual clues with only the highest frequency grammatical patterns and vocabulary items. Their ability expands to include conjecture at cognates and highly contextualized unfamiliar items.

Some Objectives

A. Recognize all the symbols in the alphabet, punctuation, and diacritical marks.

B. Recognize and understand well-learned words and expressions in written forms.

C. Develop passive vocabulary based on cognates and compounds.

D. Use glossary to verify meaning.

E. Learn to use prior knowledge and pre-reading strategies to enhance comprehension.

Some Activities

o Students read aloud previously learned material to get the sound and symbol connection.

- o When the teacher points to the written form of familiar nouns, students recognize and choose the correct picture or object.
- o After reading a short passage composed of familiar vocabulary, the students answer or ask questions about the passage.
- o Students read for global meaning authentic, short, written material such as menus, schedules, timetables, maps, and signs which include at least some previously learned vocabulary.
- o Students read and follow simple instructions.
- o Students use pictures and the title, if available, and first sentence of the reading to predict (in English) the content of the passage.

INTERMEDIATE LEVEL

Description

Intermediate reading level students are distinguished from novice level students by their increased ability to infer meaning from simple written material for informative or social purposes. Students move toward limited comprehension of longer sentences and simple authentic narratives, descriptions, news items, some simple technical material written for the general reader, and edited texts while using illustrations and other contextual clues. Such materials may require re-readings. They become aware of grammatical structures and exhibit understanding of basic constructions. They begin to follow essential points as well as some details when dealing with areas of specific interest while tolerating some uncertainty thus showing some growing spontaneity in their reading ability.

Some Objectives

A. Comprehend the main idea of passages dealing with basic survival and social needs.

B. Use an introductory paragraph to predict possible meaning of subsequent paragraphs.

C. Conjecture the meaning from illustrations, headings, and other contextual clues.

D. Search through written material for requested information.

E. Read with increased understanding general public information; signs, labels, programs, maps, menus, charts, ads, newspaper headlines, story titles, traffic regulation.

Some Activities

- o When presented with a short, straightforward description of persons, places, and things, students choose the most accurate of four drawings representing that description.
- o Students use a computer program to solve math word problems in the target language.
- o Students summarize, either orally or in writing, a passage read in class.
- o The teacher scrambles a set of statements (in target language) and the student arranges the events of the passage in chronological order.
- o The students read classmates' journals and comment (in writing or orally) on a pre-selected entry.

ADVANCED LEVEL

Description

Advanced level students are distinguished from intermediate level students in their reading ability by their increased skill in detecting the overall character or intent from specific details in most factual, nontechnical information as well as some special interest areas. They progress to an awareness of sequence and begin to show an ability to make basic inferences, analyze material, and personally react to materials while not detecting subtle subjective attitudes, values, or judgments in the written materials. Knowledge of grammar and syntax is adequate for understanding descriptions and narratives involving the present, past, and future.

Some Objectives

A. Read uncomplicated yet authentic prose on familiar subjects such as news items, simple biographies, standard business letters, social notices, and writing on contemporary culture.

B. Take brief notes in foreign language while reading and using these notes to answer questions, write or give an oral summary, or to recompose the original material in as much detail as possible.

C. Begin to select from a variety of works such as short stories, legends, excerpts from novels, etc., and read for pleasure.

Some Activities

- Students paraphrase the main idea of a news story after reading it twice.
- Students respond orally to questions about information contained in a student-oriented subscription magazine.
- Students read and summarize in three to five sentences a selection several paragraphs long which has a clear underlying structure.

WRITING

GENERAL DESCRIPTION

While writing is the skill most often used for practice and evaluation in the foreign language classroom, it is the skill used least by most foreign language students in real situations. Students write best what they can already say and what they can already understand through reading and listening. Writing practice can reinforce reading and speaking practice. It should be noted that for languages with familiar alphabets, such practice may begin earlier and with less difficulty than for languages with unfamiliar alphabets. Writing as defined here goes beyond the use of written assignments as a means of reinforcing other skills and includes various kinds of in-class and out-of-class writing of a creative nature.

NOVICE LEVEL

Description

Novice level writing spans the range from no functional writing ability to being able to put almost all learned oral material into written form and, in general, write anything one can say. Students write simple words and memorized phrases. Misspellings and inaccuracies are frequent. Interference from English may be common. No creative writing skills are expected.

Some Objectives

A. Write all the symbols in an alphabetic or syllabic system.

B. Write short phrases and lists of simple memorized material.

C. Label objects, activities, and images using learned vocabulary.

D. Write dictated words, lists, phrases, and sentences.

E. Provide basic biographical information using learned vocabulary.

Some Activities

- Teacher attaches numbered signs to objects in the classroom. Students write the name of each numbered object.
- Given an illustration, students write in the names of the known parts.
- Given a simplified sample of a school registration form, students fill in known biographical information.
- Students type in the names of objects displayed on a computer screen. The computer checks for confusion among the objects and corrects spelling.

INTERMEDIATE LEVEL

Description

Intermediate-level writing begins with the initial ability to recombine learned vocabulary and structures to meet limited practical needs. This level extends to creative use of writing to meet most survival needs and limited social demands. Because work at the intermediate level can last several years, this level has been divided into three sub-levels, as described below.

Intermediate-Low

At the intermediate-low level, writing tends to be loosely organized. Students write short messages and can create statements or questions within the scope of learned vocabulary. The writing may include fragments and frequent errors in spelling, grammar, and punctuation. Vocabulary is restricted to familiar topics.

Some Objectives

A. Write postcards, messages, and simple letters with personal content in the present tense.

B. Take simple notes dealing with familiar material.

C. Formulate general and specific questions.

D. Express elementary needs in writing.

E. Use subject pronouns and titles of address appropriately.

Some Activities

- Students write a simple dialogue in which two people exchange names, hometowns, and other basic personal information.
- When provided with short answers, students compose the corresponding specific question.
- Students write a list of items needed for class, from the store, etc.

Intermediate-Mid

At the intermediate-mid level students are able to compose short paragraphs and dialogues on familiar topics based on personal experience. Students have good control of basic constructions and inflections, such as subject-verb agreement, noun-adjective agreement, present and future time. Frequent errors in verb forms, syntax, and dictionary usage occur when students attempt to go beyond familiar words and structures.

Some Objectives

A. Discuss likes, dislikes, daily routine, everyday events.

B. Write long answers to questions.

C. Express past or future time using content words and time expressions or with verbs.

Some Activities

- Using a computer-based text editor, students pose personal questions in writing to the class and answer each others' questions anonymously. The written discussion serves as the basis for classroom discussion.
- Students write a paragraph describing their ideal best friend, including appearance and personality, likes and dislikes, and hobbies and activities. Teacher may provide an example to serve as a writing model.

Intermediate-High

At the intermediate-high level, students write short compositions, both fictional and non-fictional, on familiar topics. Present and future time are expressed fairly accurately. Past forms are not always correct. Students show good control of elementary vocabulary and some control of basic syntactic patterns. Major errors occur when students attempt to express more complex thoughts. Dictionary usage may still yield incorrect

vocabulary. Cohesive elements may be lacking or faulty. Writing is comprehensible to native speakers who are used to dealing with foreigners.

Some Objectives

A. Take notes in some detail on familiar topics.

B. Write brief synopses, paraphrases, and biographical summaries.

C. Relate personal history and preferences.

D. Discuss events in past, present, and future.

E. Use dictionary effectively to help express ideas.

F. Begin to use circumlocution to compensate for unknown vocabulary.

G. Use some idiomatic expressions effectively.

Some Activities

- After viewing target language commercials, students write a commercial for their own product, which they attempt to sell to their classmates. Optionally, this activity is performed orally, with props, and videotaped.

- Students keep a daily (or weekly) journal during several weeks of the semester. Teacher reads and reacts to the content without correcting the grammar, except, perhaps, for indicating passages that were not comprehensible.

ADVANCED LEVEL

Description

Students write routine social correspondence and simple compositions of several paragraphs about everyday topics, personal preferences, or factual topics using both description and narration. Paragraphs are reasonably unified and coherent. Basic grammar and sentence structure are usually handled quite accurately. Writing is understandable to a native speaker who is not used to dealing with the writing of non-natives.

Some Objectives

A. Write simple social correspondence.

B. Take notes and write cohesive summaries.

C. Use circumlocution to express ideas.

D. Write about a number of current events and daily situations.

E. Express personal preferences and observations in detail.

Some Activities

- Given an incomplete text, such as a detective story, students write an ending. Students read each other's endings and then vote on the most probable ending. Teacher may then read the actual conclusion. Students then write a justification for their selection of a particular ending.
- Students acquire pen pals abroad and write them letters in the target language.
- Students write letters to the family with whom they will live as exchange students.
- Students write simple poetry in the target language.

CULTURAL AWARENESS

GENERAL DESCRIPTION

Culture is as important a component of communication as the lexical and structured elements it pervades. Cultural skills are the acquired behaviors a student recognizes and uses when interacting with the target culture. Language skills cannot be properly taught independent of the cultural context. Teaching the language within a cultural context is the best way to achieve both the language and the corresponding cultural skills.

Culture study can include patterns of behavior common in everyday life, shared hopes, beliefs, and knowledge, as well as the art, music, and literature of the target culture.

NOVICE LEVEL

Description

Students begin with minimal knowledge of the target culture. Students learn to function in authentic, common, everyday situations, but make frequent cultural errors that impede communication with native speakers. They are able to imitate authentic behavior but have not acquired the behaviors as part of their own actions. Students may have stereotypes in mind which need to be discussed in comparison to American cultural

behaviors. Students begin to show sensitivity to differences in cultural patterns and expectations. They develop respect for value systems and beliefs that differ from their own recognized beliefs.

Some Objectives

A. Use appropriate gestures; e.g., counting with the fingers, beckoning, goodbye, approval. Recognize inappropriate gestures.

B. Observe diversity between cultures in clothing, weather, home and furnishings, food and eating habits, and guest/host relationships.

C. Identify a few outstanding examples of the target culture in art, literature, music, and popular culture.

D. Introduce some values and beliefs generally accepted and practiced in the culture of the target language country.

E. Show awareness of some current events of the countries where the language is spoken.

Some Activities

- Students locate the country (countries) where language is spoken on a world map.
- Students demonstrate appropriate greeting/leave taking procedures peculiar to the culture (familiar and formal address).
- Students use titles and names of the target culture.
- Students identify animals and plants specific to target country, and their relationships to the people.
- Students understand important days in the target country. (May be history related.)
- Students make proper introductions.

INTERMEDIATE LEVEL

Description

Students have survival competence in the target culture. They can deal with familiar situations for satisfying basic wants and needs. They may misunderstand or misinterpret a response due to lack of experience in the culture. Students still make mistakes and hold some stereotypes in

mind when dealing with the target culture. They are able to acquire some authentic behavior patterns.

Some Objectives

A. Locate countries where target language is spoken and describe geography, topography, and climate.

B. Discuss and describe historical data; e.g., personalities, settings, events, structures (buildings, monuments, statues), and political systems (past and present).

C. Discuss values and beliefs generally accepted and practiced in the culture of the target language.

Some Activities

- Students discuss and describe customs; e.g., food preparation and eating habits, lodging (private and public), clothing (current styles and traditional dress), and common entertainment.
- Students discuss and describe transportation and communication, and related customs such as "giving directions."
- Students simulate ordering food in a restaurant, tipping, and buying food in a shop or market.

ADVANCED LEVEL

Description

Students can handle routine social situations successfully and can understand various cultural traits of the people in these countries. They have a wide variety of situations they can successfully handle. Students show understanding of most culturally determined behaviors of the target language speakers and begin to demonstrate a general appreciation for their cultures.

Some Objectives

A. Demonstrate awareness of common practices: etiquette, taboos, and sensitivities.

B. Accept and refuse invitations.

C. Offer and receive gifts properly.

D. Demonstrate awareness of different perceptions of "time."

E. Use the metric system.

Some Activities

- Students role-play a situation involving something they have done wrong, or an accident they are responsible for. Students can apologize appropriately.
- Students simulate use of a public phone, insert the proper coin or jeton, and complete a telephone call.
- Students understand the bargaining system and can simulate the give and take, come to agreement, and actually purchase a desired item.
- Students recognize and explain a cultural phenomenon such as a bullfight. They can understand how it fits into the target culture and contrast it to their own beliefs.

LATIN FOR PROFICIENCY

Learning Latin is a valuable part of the total learning experience of students. General educational goals of thinking, organizing, applying, synthesizing, and refining bodies of knowledge and attitudes toward people are direct results of language skills acquired and subject matter mastered in the process of learning Latin. In contrast to the study of a modern language, however, Latin proficiency emphasizes two of the five communicative skills: to read Latin with enjoyment, and to understand the culture of the Romans. The study of the Latin language should not be separated from the study of the culture of those who spoke and wrote in that language; conversely, Roman culture is most directly approached by a study of its language. In the process of engaging ancient Roman culture, students will reflect on their own values, customs, and beliefs, and thus enrich their own sense of humanity.

Because of this difference in emphasis in teaching and learning Latin, the proficiency and articulation levels described for Latin are composed primarily in terms of reading proficiency.

The primary goal in the study of Latin is the ability to read authentic Latin texts from the classical period. All other language skills — writing, speaking, and listening — which are of major importance in learning a modern language, are pursued for Latin in service of the principal skill, reading. Even so, students will achieve some mastery of all these skills during the learning process, for they are all used as teaching devices, on the one hand, and as intrinsically rewarding activities, on the other.

LISTENING AND SPEAKING

The skills of listening to and speaking Latin are important as facilitators in the reading process. Latin is an almost totally phonetic language, so that accurate pronunciation will reinforce accurate spelling, and proper recognition of words and phrases as read or heard. There is primary evidence from the Romans themselves that all extant Latin literature was intended to be heard, rather than seen. Therefore, the more capable students become in understanding spoken Latin, the more authentic their language experience, and the more able they will be to read the printed word. Ideally, the activity of reading and hearing Latin should be conducted using the so-called "restored classical pronunciation," to make this experience as valid as possible. Alternatively, students may be taught the ecclesiastical pronunciation. In either case, consistency and accuracy are prime considerations. While

students will not learn to speak Latin fluently, through the adoption of a consistent and authentic pronunciation, they can learn to make themselves understood by teachers and other students whose levels of achievement are comparable to their own. Most speaking situations in Latin will consist of repetition of words or phrases in imitation of the teacher, or reading aloud from texts; conversational situations will probably be limited to a few learned interactions or answering simple questions.

WRITING

The skill of writing Latin is the one least likely to be needed by modern students in their daily lives, but is often the most emphasized in traditional Latin curricula. Writing Latin serves a valuable pedagogical purpose, both in exercising and reinforcing students' grammatical precision, and also in alerting students to the uniqueness of Latin idiomatic expression and to the peculiarities and nuances of its style. It is a useful teaching tool at all levels of the learning process. Care must be taken, however, to ensure that it does not become the primary skill learned or taught, at the expense of reading.

READING

The skill of reading is best learned by reading itself. Students should read as much Latin as is feasible as early as possible. What is read should reflect the daily life, values, beliefs, and habits of the ancient Romans. At an early stage of the learning process, students may be introduced to texts in which not all material has been previously introduced; this technique develops the students' skills in contextual understanding of vocabulary, and increases their tolerance of ambiguity in grammar. Further, students will develop a large passive vocabulary and an ability to make inferences from context, skills of great importance in all language learning . These skills will promote their ability to derive understanding even in unfamiliar contexts. The degree of active grammar students need to read with understanding is usually much less than that required in traditional Latin curricula: while grammatical precision should not be neglected, it should not become the primary goal, at the expense of reading or cultural understanding. As much as possible, the Latin students read should either be authentic Latin or Latin composed in patterns that are faithful to the original language and based on authentic texts.

The target texts of Latin are well established: they are the masterworks of humanistic literature, Latin prose, and verse written during the Roman Republic and early Roman Imperial Era, from approximately the time of Plautus to the time of Apuleius. However, the ultimate target texts for reading for literary appreciation are not necessarily the best choices for the learning process. Many textbooks use adaptations from Petronius, Apuleius, or Plautus, for example, as learning tools, rather

than from Caesar's Gallic War or Cicero's First Catilinarian, works that require considerable student and teacher knowledge external to the text before they can be read with enjoyment. Non-literary texts such as inscriptions, graffiti, and coins can often be read by young learners in their original form, and provide considerable information about Roman culture or history. While each teacher will want to capitalize on her or his own strengths and interests, the nonpolitical texts are often more congenial to young learners, and provide more direct access to Roman daily life.

TRANSLATION

Reading involves, but is not limited to, translation. Translation is only one of several ways to evaluate reading comprehension. For evaluative purposes, an equivalent translation into English is usually sufficient, but teachers should stress that the product of such an exercise must result in formal, if not literary, English. Word-by-word or structure-by-structure imitations of the Latin using English vocabulary should not be tolerated.

The structure of Latin is very different from that of English. The process of transferring thoughts from one language into another without sacrificing style or tone is a rigorous intellectual task. It compels the student to choose appropriate words and idioms to convey meaning, and shades of meaning, with accuracy. Naturally, students' ability to perform this task well varies with their level of achievement in Latin, but no exercise better makes students aware of the difficulties of expression in their own language.

SIGHT READING

Sight reading, while often used for testing in traditional classrooms, is discouraging to students, and may give them a false impression that significant progress in the language is outside their capabilities. If the purpose of the exercise is to test students' reading comprehension, response to the passage should be paraphrase, summary, or response to specific questions. If English translation is expected, unusual or unfamiliar constructions or vocabulary should be generously glossed, or students should be equipped with tools available to scholars and translators, namely dictionaries and grammars. Sight reading should not be used as the principal testing device of learned grammar.

MEDIEVAL LATIN

At some point, many learners become interested in the Latin of the Middle Ages. While this approach is unusual in American schools, Medieval Latin can be fruitfully studied with or after an initial exposure to Classical Latin, for its own sake and for the interesting contrasts

between the two, not only in grammar but in the cultural presuppositions that distinguish the Medieval from the Classical Era. Students' awareness to other cultures is enhanced by study of Classical Latin itself, but can be further enriched by comparison of the Classical with the Medieval.

TEACHING GRAMMAR

Latin is a highly inflected language. The reliance of Latin upon morphology rather than word order to create meaning compels students to become conscious of grammar and syntax, skills that they can and do transfer to their understanding of English and other languages. This grammatical competency, which is so necessary to Latin, is often cited by students and parents as a reason for learning Latin.

So long as grammatical study does not become an end in itself, students are well served by insistence upon the ability both to recognize and produce forms and structures, and upon the ability to coherently describe those structures. The forms of Latin words are numerous, and must be thoroughly learned by the successful Latin student for recognition that is instantaneous. This learning process will inevitably involve some rote learning, but can be considerably assisted by oral practice, classroom drill, conversational stimuli, visual cues, and judicious use of computer facilities or language labs.

Care must be taken to direct the learning of grammar toward the understanding of texts. The texts should not become merely a means of checking the students' control of grammar and syntax.

RELATION TO ENGLISH

Since many English words are derived either directly or indirectly from Latin, students who master Latin will find their ability to understand English increases dramatically. Passive English skills, such as reading, will show the greatest growth, but active English skills, such as writing, will also improve as students apply their learning of Latin to their understanding of English. Much class time is devoted to this effort without loss of the primary goal of learning to read Latin. Frequent references to English derivatives of Latin are good mnemonic devices for building vocabulary in both languages. Whenever appropriate to the interests of the students and expertise of the teacher, students should be encouraged to extend these inferences to other languages, especially French and Spanish, where derivatives are direct; but even German has many borrowed Latin words (such as Straße, from strata [via]).

ROMAN CULTURE

Since understanding of Roman culture is a goal on a par with reading Latin and forms the focus of reading, teachers should use readings in

translation as a supplement to Latin readings. Readings that students are not yet able to handle in the original — such as Martial describing life in a Roman tenement house, or Plutarch (who wrote in Greek) telling anecdotes about Cicero — may provide information in quantity and quality that could not be matched by reading in Latin. On the other hand, the Latin class should not become a class in ancient history or civilization taught almost wholly in English. Cultural studies should arise from or culminate in Latin readings.

ACHIEVEMENT LEVELS IN LATIN

The achievement, or proficiency, levels for Latin are separated into three levels, on the model of those described for modern languages: novice, intermediate, and advanced. These achievement levels are tied to the students' progress in reading skills, with other skills subordinate to and supportive of reading.

The pacing and order of introduction of Latin grammar has generally been established, and most available textbooks reflect this tradition. In general, it is taken for granted that students are being taught standard grammar: no attempt is made here to delineate which grammatical items belong to which achievement level. The principal thrust of this report is to subordinate the study of grammar to learning how to read, not to restructure the order in which grammar is introduced. Also, cultural activities should be used at all stages for all texts, where understanding meaning and assimilating ideas is the primary goal.

The levels of achievement described below are primarily intended for guidance. They are not mutually exclusive, and (provided students are not intimidated) it is not inappropriate to incorporate activities from higher levels into lower level classes. All achievement levels are intended to illustrate students' progress, which is not always linear. In classes composed of mixed levels of students, interaction of students with varying levels of achievement can be productive.

NOVICE LEVEL

Description

Students begin with minimal ability to understand Latin, but can make some inferences based on simple English cognates (pictura, est) in easy contexts. They develop the ability to read adapted, abbreviated, and simplified Latin with comprehension, and with minimal recourse to English. Students learn the restored classical, or ecclesiastical, pronunciation of Latin, and can repeat simple learned phrases orally with increasingly fewer mistakes in intonation and stress, and reproduce them in writing with increasing accuracy. Students proceed to an understanding of longer sentences in realistic contexts, and they develop their ability

to make accurate conjecture for cognates or about unfamiliar items where context aids understanding. Students develop their ability to manipulate simple Latin sentences through transformations and substitutions.

Some Objectives

A. Become familiar with and understand the function of Latin inflection.

B. Become aware of the flexibility of Latin word order.

C. Recognize Latin gender.

D. Comprehend the basic functions of the Latin cases.

E. Recognize key words and phrases as tools for comprehension.

F. Understand the use of Latin tenses, and comprehend the aspectual difference between perfect and imperfect.

G. From English words, identify the Latin root or prefix and give the meaning of those word elements; from a Latin base, give English derivatives.

Some Activities

- Students memorize aphorisms from authentic texts to reinforce currently learned vocabulary or grammar ("vestis virum facit").

- Teacher gives a series of commands which are acted out; students convert the commands to the correct indicative form, and act them out. (1: "Surge, puer." "Surgo." 2: "Sedete, discipuli." "Sedemus." 3: "Ambula ad fenestram, Marce." "Marcus ambulat ad fenestram.")

- Teacher gives a simple sentence in the singular; students change to the plural.

- Teacher describes a situation in Latin; students draw a picture based on the description.

- Students respond in Latin to true-false or completion questions about the content of a passage read silently or orally.

- Using a previously learned Latin sentence as a model, teacher reads it aloud or writes it on the blackboard, using several possible word orders; students describe changes in emphasis evoked by different patterns.

- o Teacher reads a passage aloud and students write or tell the main ideas in English.
- o Teacher greets individuals or the whole class, and conducts simple "small talk" in Latin at the beginning of class.
- o Students use a microcomputer for vocabulary or morphology drill.
- o As new words are presented, students are asked to give English words that derive from the Latin word.
- o Using French or Spanish dictionaries, students examine derivatives from the same Latin root in different languages; they then generalize about possible patterns.
- o Students choose a cultural topic or an aspect of Roman life and present a short oral report or construct a model on a project relevant to that topic; classroom discussion might elicit comparisons with the modern world.

INTERMEDIATE LEVEL

Description

Students understand materials that have been previously mastered, or unfamiliar material in familiar contexts, and are able to make simple recombinations of mastered elements in oral or written form. They are able to identify and describe the main ideas in prepared texts, and they become able to read analytically short passages from uncomplicated authentic texts or from specially prepared materials. Students are able to write from dictation of familiar passages and display accurate spelling. They develop their ability to use familiar materials in guided composition. Texts are glossed, or the teacher provides assistance, for difficult or infrequent vocabulary and grammar. Students become able to repeat words or phrases with accuracy, and to read aloud with proper stress, improved intonation, and some evidence of comprehension.

Some Objectives

A. Determine the meaning of unknown words in the context of known words.

B. Develop awareness of importance of variations in Latin word order to create emphasis or stylistic variation.

C. Become familiar with structural patterns that provide clues to meaning such as parallel phrases, lists of words in the same case where the case of some words resolves ambiguity in others, interrupted sentences, or postponement of the subject.

D. Answer Latin questions based on text readings, or as generated by teacher about everyday classroom stimuli.

E. Manipulate inflectional endings through transformations of sentence structure.

F. Read aloud, and use Latin orally, with consistent classical (or ecclesiastical) pronunciation, with intonation patterns reflecting understanding.

G. Comprehend, and to a certain extent use, oral Latin of moderate difficulty, including greetings and classroom management.

H. Become familiar with the most common grammatical structures and understand their application to reading for meaning.

I. Begin to appreciate the use of cohesive devices such as conjunctions, particles, and connective adverbs in creating contextual clues.

J. Become familiar with cultural concepts fundamental to Roman life such as slavery, the patron-client relationship, and religious attitudes.

Some Activities

- Teacher provides illustration for which students write dialogues or captions in Latin.
- Teacher reads a passage aloud in class; students write a summary in Latin (comprehension), or reproduce the passage in Latin (dictation).
- Given sentences in which parts (whole words or inflectional endings) are omitted, students complete the sentences.
- Students create their own questions in Latin, orally or in writing, on the reading material; other students answer the questions in Latin.
- As as a homework assignment, students read a story or passage and write a summary in Latin of the main ideas.
- With teacher's assistance, students compose and perform a skit in Latin based on material read in class. Videotaped skits from one class are played in another.
- Students construct and write on a "graffiti board" in Latin.

- o Students select some aspect of Roman life and do a detailed project on the topic; this might include a complete bulletin board, written report of some length, or an oral report to the whole class.

- o Students respond orally to material presented in filmstrips, slides, posters, or videotapes.

ADVANCED LEVEL

Description

Students at the advanced level can read unabbreviated, unabridged, and unsimplified Latin of normal difficulty with comprehension. They decreasingly rely on grammatical glosses and reference to dictionaries. They become proficient in summarizing and synthesizing the main ideas of Latin passages, and are able to appreciate elements of style. Students comprehend familiar texts when read aloud, and can respond orally to objective questions. They are able to read aloud from passages of moderate difficulty with evidence of comprehension. Students are able to compose on themes closely related to prepared readings, and express ideas in Latin using appropriate grammar and syntax. Most texts are glossed for complicated structures, uncertainties about the text, or cultural and background information.

Some Objectives

A. Understand and be able to read extensively and intensively from unabridged classical or medieval authors, or from such items as personal letters or inscriptions.

B. Be familiar with the main outlines of Roman history, and with the cultural context of the texts that are read, and selected facts about Roman art, daily life, and public life; become alert to the influence of the Roman experience on subsequent civilizations.

C. Understand how Latin inflection, morphology, and syntax promotes meaning.

D. Become sensitive to elements and techniques of style; depending upon which authors are read, become aware of features of colloquial and elevated Latin style.

E. Be able to compose, with the aid of dictionaries and grammars, connected prose in Latin with attention to stylistic variation, emphasis, and cohesive devices.

Some Activities

- Students change stories into dialogues, or dialogues into stories, in Latin.
- Students summarize and discuss Latin readings in English.
- Teacher asks questions about the assigned readings that require students to synthesize, or relate material from present assignment to that of previous assignments.
- After reading Book II of Vergil's Aeneid, students perform a skit by assigning parts for Priam, Aeneas, Laocoon, Sinon, Pyrrhus, and Creusa; or they enact scenes from a play of Plautus.
- After reading parts of the Aeneid, students discuss the concepts of pietas, fides, and pudor, and relate them to modern social values.
- Students write compositions in English about themes or ideas found in the Latin readings.
- With the aid of dictionaries and grammars, students translate previously unseen material from a familiar author into English.

ROMAN CULTURE IN THE LATIN CLASSROOM

Study of Roman culture should be an integral part of learning Latin. The Latin language was the living vehicle of expression of that culture, and students should become familiar with not only the artistic achievements of the Romans, but also the political structure of the Roman Republic and Early Empire, and with the patterns of everyday Roman life. Material for this study will be readily available in the texts to be read in Latin, but teachers are also encouraged to use translated primary sources or secondary sources in English.

Below are a number of areas that can be studied to enhance the students' appreciation of Roman culture and encourage them to compare and contrast Roman culture with our own. This list is not exhaustive, but indicates the range of possibilities open for study in the Latin classroom.

1. The concept of the extended Roman familia, and its associated values, such as pietas and patria potestas. Students should become familiar with the relationships amongst its members, with the relative status of women and men, and with the Roman system of naming.

2. The Roman concept of friendship, both personal and public, and the signs and importance of social status. Variations in dress dependent upon age, sex, or social position. Limitations due to social status in the areas of education and occupation.

3. The meaning and importance of Roman citizenship.

4. The place of slaves and freedmen in Roman life.

5. The patron-client relationship, and its associated values, such as fides.

6. Roman personal and public religious beliefs and practices, including major festivals and rituals. The importance of the ancestors in Roman religion and society. The interconnections between private religion, state religion, and public and political action.

7. Roman and Greek mythology; the differences between the Roman and the Greek view of gods and myths. The major gods and heroes.

8. The influence of Greek culture on Roman culture.

9. Roman customs surrounding birth, puberty or coming of age, courtship, marriage, and death.

10. Roman sports, games, and other leisure and recreational activities.

11. Roman legal, monetary, economic, military, and political systems and practices. The names and achievements of major Roman statesmen and politicians.

12. The archaeological and architectural monuments of the Romans, both in the city of Rome itself, and in Italy (especially Pompeii and Herculaneum) and in the provinces.

13. The physical environment of the Romans: the topography of Rome, the climate of Italy, and the transportation and communications networks of the Romans.

14. Roman achievements in art, architecture, engineering, and literature. The names and achievements of important Roman authors and artists.

15. The mundane details of daily Roman life: food; mealtime etiquette and customs; clothing; shopping; urban, suburban, and rural housing; education, and occupations.

The American Classical League is the major professional society for secondary teachers of Latin. Information is available through the ACL on national exams in Latin (and Greek) for secondary students, and they maintain a teaching materials and resource center for a wealth of texts and materials for the Latin classroom. A new catalog of these materials is published annually. The journal of the ACL, Classical Outlook, provides scholarly discussion and publishes articles on Latin teaching and book reviews. The ACL discounts materials for members, and offers package memberships with the Classical Association of the Midwest and South. All teachers are encouraged to be familiar with these organizations. The address of the ACL is:

The American Classical League
Miami University
Oxford, Ohio 45056
(513) 529-4116

FOREIGN LANGUAGE IN ELEMENTARY SCHOOLS

Recent national reports have recommended that foreign language programs begin in elementary school to maximize skill development by providing a longer sequence of instruction. Parents, teachers, and administrators who are convinced of the importance of early foreign language instruction are establishing Foreign Language in the Elementary School (FLES) programs in Iowa. In April 1986, 74 percent of the 19 Iowa elementary school foreign language programs were reported to have been established in the past three years.

GOALS

Iowa's situation is somewhat unique in that many children grow up without ever hearing a foreign language spoken. Thus, two basic goals of an Iowa elementary foreign language program are to introduce children to another language and culture and to help them realize that they can learn to communicate successfully in a foreign language. The development of the skills of listening and speaking are important goals of a FLES program because children have a natural ability to develop accurate pronunciation, use context clues as an aid in understanding, and are uninhibited in expressing themselves in a foreign language.

PROGRAM TYPES

The type of program organized in a community will vary by the emphasized goals, community interest, and availability of staff and resources. Basic program types are defined here, yet, in actual practice individual programs may be difficult to categorize. "FLES" refers to all elementary school foreign language programs, and also to specific types of programs.

Exploratory. Exploratory programs provide a foundation for later language study. These programs introduce students to foreign language learning and to people of the world through the study of language and culture. They usually have limited language goals because they are short-term programs. They may be curricular or extracurricular.

FLES. FLES programs are either extracurricular or curricular. Extracurricular programs meet at the neighborhood school before or after school, or during the noon hour. They are usually organized by parents, and are funded by student fees. These programs share the goals of the exploratory program, but may develop language skills more extensively by offering a longer sequence of instruction.

Curricular programs offer foreign language instruction to all children in a grade, but vary in the amount of time dedicated to foreign language learning and in the grade level at which instruction is begun. Curricular programs are more likely to be articulated with the upper-level foreign language programs. Depending on the length of the sequence and the quality of the articulation, curricular programs can accomplish more extensively the goals of global awareness and language proficiency.

Immersion. The curricular programs of immersion and partial-immersion allow students to achieve functional proficiency during the elementary school years by teaching subject matter in the foreign language. None now exist in Iowa.

The best results in developing foreign language fluency are observed in programs where careful planning has provided an unbroken sequence of language learning that begins early and maintains student interest and enthusiasm through carefully planned and sequenced learning activities. It is imperative that students who have studied a foreign language in elementary school have an appropriate course for continuing their language study instead of being placed in a beginning level course. In programs which begin early, several entry points are necessary.

CERTIFICATION

Regardless of the type of elementary foreign language program, the teacher is the single most important element for success. Elementary foreign language teachers must have adequate fluency in the language and a thorough understanding of the elementary school child and foreign language teaching methodology. Teacher certification for elementary foreign language programs will become part of the new certification rules to go into effect in 1988. A committee is currently developing recommendations for the requirements for this certification.

PROGRAM ESTABLISHMENT

The initiative for the establishment of new FLES programs can originate with parents, teachers, or administrators. The following are brief descriptions of current Iowa FLES programs representing each of these models.

A Parent-Established Program. One of the early FLES programs in Iowa was established in 1976 by parents who wanted their children to have the opportunity to learn a foreign language before curricular classes were offered in the high school. Several parents discussed their interest with a neighborhood school principal, who agreed to provide space for a Spanish class to meet before the regular school day. The parents hired a tutor who was a parent in their neighborhood fluent in Spanish with an elementary school certification. The children enjoyed the classes, the

parents were enthusiastic, and within two years, parents in all eight elementary schools had formed an organization to help establish programs in their schools. All schools began to offer classes in Spanish, French, and German, and provided a two-year sequence to children in a language. Enrollment has continued to be around 400 children each year. The children receive approximately 36 hours of instruction per school year. Potential tutors fill out a written questionnaire and are interviewed in the language they hope to teach. Tutors are paid from $9 to $10 per hour, and participate in workshops training them in FLES methodology. Although efforts have been made to convince the school board that this program should be offered in the elementary school curriculum, it continues to be extracurricular, and is administered by parent volunteers.

A District-wide Curricular Program. In the spring of 1984, expansion of the foreign language program became the district's priority. The first step was to expand the secondary offerings in French, German, and Spanish from one four-year sequence with an optional exploratory course in eighth grade to a six-year instructional sequence beginning in seventh grade. The first level of each language begins in seventh (meeting every other day) and concludes in eighth (meeting every day).

The second step was taken in the fall of 1985 with the establishment of a committee to review research and programs that teach elementary foreign language and make recommendations regarding a curricular foreign language program for grades 4 to 6.

The program, which begins in 1986-87, will be taught during the school day, twice weekly for a total of 50 minutes a week. Spanish, French, and German will be taught, five schools per language, on a rotating basis. All children will be introduced to the three languages, one language in grade 4, a second language in grade 5, and a third language in grade 6. Instruction will include both language and culture and will be taught by foreign language teachers. The goals of the elementary program are to provide an introduction to and basic instruction in foreign language, to foster appreciation and respect for other peoples and cultures, to create a foundation for later language learning, to develop a positive attitude toward other languages, to begin to develop listening, speaking, and communication skills, to give insight for wise choices in future language studies, and to enrich other curricular areas. All of the goals are beginnings on which the child and the educational process can build. The elementary program articulates with the secondary program, a feature which the committee and the district feel is very important for success.

Rural Elementary Program. A second grade teacher and the junior/senior high school German teacher asked permission from their principals to try a German unit in the second grade class. After getting the principals' approval, they scheduled a time, wrote objectives and lesson plans, and presented them to the principals and superintendent for

final approval. They videotaped the foreign language class sessions and showed excerpts to the school board during a foreign language update at one of their regular meetings. Parents also viewed the videotapes during an open house and the tapes were often sent home upon parental request.

The German unit met with such enthusiasm from students, parents, administrators, and school board members that the teachers were given the green light for a repeat performance the next year and a possible follow-up with the "old" second graders. When the teachers learned of an elementary grant available from the Department of Education, they surveyed elementary staff about their interest in learning German along with their students, and all approved the idea. They wrote the grant, consulting with the administrators, then presented the grant proposal to the school board. The board was enthusiastically supportive of extending the program through the elementary grades.

One teacher serves as the elementary as well as the junior and senior high foreign language teacher. Since the district is small, coordinating the programs is easy but scheduling is a problem. The foreign language teacher is certified for both secondary and elementary which helps in planning and selecting appropriate methods and materials.

CURRICULAR CONTENT

The five areas of foreign language instruction presented in this guide are applicable to the elementary school level. The activities used to accomplish the goals should be appropriate to the developmental level of the children, and should respond to the needs and interests of the particular group of children in the foreign language class. Following are general suggestions for developing the elementary school foreign language curriculum:

* Begin by teaching the skills of listening and speaking. Maximize communicative opportunities by organizing activities to stimulate real communication among the children. Teach reading later when children have developed some communicative competence. Teach writing last after children have developed some skill in reading. Reading should begin with reading aloud previously learned material, and writing, with the writing of well-known words.

* Utilize children's natural listening skills and ability to determine meaning based on context cues by speaking to them in the language. Avoid translations and constant switching to English.

* Organize activities around concrete experiences involving props, visuals, and realia. Use toys, real objects, flashcards, laminated paper cutouts, and flannelboard with flannel cutouts. Use objects from the country such as packaging for food, coloring books, and magazine advertisements.

* Incorporate opportunities for physical movement in the learning activities. Use authentic action games and songs. Mark the rhythm of songs using specified body parts. Use action verb commands to which children respond physically.

* Organize language learning around meaningful communicative experiences instead of basing them on a grammatical syllabus. Teach games, songs, and rhymes; prepare authentic foods; teach crafts; dramatize social and cultural situations; develop and present short skits to family and friends.

* Teach understanding of cultural practices through concrete experiences. Identify members in your community who have had close contact with the culture, and encourage them to share their personal experiences and feelings about those experiences. Help children dramatize situations they would encounter in visiting a country where the language is spoken.

The levels included in FLES programs are those of the novice and, in some language areas, the intermediate levels as described in this guide. An approximate equivalence of a FLES program which meets 1 1/2 hours per week throughout the school year is suggested to be as follows:

End of Years	Approximate Equivalence	Proficiency Level
2 years of Preschool	1 year of Elementary School, grades K-3	Novice low-Listening Novice low-Speaking Novice low-Culture
2 years of Elementary School, grades K-3	1 year of Elementary School, grades 4-6	Novice mid-Listening Novice mid-Speaking Novice mid-Culture
4 years of Elementary School, grades K-3	2 years of Elementary School, grades 4-6	Novice high-Listening Novice high-Speaking Novice high-Culture Novice low-Reading
3 years of Elementary School, grades 4-6	1 year of Middle or Secondary School	Intermediate low-Listening Intermediate low-Speaking Intermediate low-Culture Novice mid-Reading Novice low-Writing

SCOPE AND SEQUENCE*

LANGUAGE PROFICIENCY SCALES

This scope and sequence section is organized into language functions to be developed per level of instruction in French, German, and Spanish. The scope and sequence for each language follows the generic functions and the statements in the ACTFL Provisional Proficiency Guidelines (see Appendix A).

Table 2 indicates that the ACTFL Scale is an adaptation of an instrument developed by the Foreign Service Institute (FSI). Originally called FSI Scale, the instrument is now referred to as the Interagency Language Roundtable (ILR) Scale.

The ILR Scale was developed over decades of government activity in foreign countries to determine whether foreign service personnel were ready to operate and survive in a different culture using a foreign language. The scale involves a listing of abilities ranging from no functional ability to the ability to perform as an educated native speaker. Graduations in the scale relate to a person's ability to survive at an acceptable level in the target culture.

As the foreign language profession in the U.S. began considering proficiency as a measurement of foreign language performance in the classroom, there was consensus that the ILR Scale was not realistic for classroom use, especially at the upper levels. ACTFL, therefore, decided to set level three as the highest proficiency level to be tested in the classroom, and to divide the levels into smaller measurement segments. This modified scale enables teachers to assess students' progress over shorter time spans than is possible with the original instrument.

SCOPE AND SEQUENCE CHARTS

In the following scope and sequence charts, each level of foreign language study is introduced with a section titled "Overview: Basic Curriculum Content." Each of these overviews indicates the specific linguistic content to be acquired as a base for carrying out the functions subsequently described for the level. In the overview, teachers will find a clear statement of the content to be covered at each level. Teachers may choose to use this statement as a means of determining and limiting the content in their textbooks for each level of instruction.

* Adapted with permission from A Guide to Curriculum Planning in Foreign Language, Wisconsin Department of Public Instruction, 1985.

Table 2

ILR Oral Proficiency Levels and ACTFL/ETS Modifications

Interagency Language Roundtable Rating Scales (Federal)				
Oral Proficiency Levels		**Three Aspects of Oral Proficiency**		
ACTFL/ETS Modifications of ILR Rating Scale*	**ILR Scale**	**Functions** *(Task accomplished, attitudes expressed, tone conveyed)*	**Content**** *(Topics, subject areas, activities, and jobs addressed)*	**Accuracy** *(Acceptability, quality, and accuracy of message conveyed)*
	5	Functions equivalent to an Educated Native Speaker (ENS)	All subjects	Performance equivalent to an ENS
	4	Able to tailor language to fit audience, counsel, persuade, negotiate, represent a point of view, and interpret for dignitaries	All topics normally pertinent to professional needs	Nearly equivalent to an ENS. Speech is extensive, precise, appropriate to every occasion with only occasional errors
Superior	3	Can converse in formal and informal situations, resolve problem situations, deal with unfamiliar topics, provide explanations, describe, give opinions, and hypothesize	Practical, social, professional and abstract topics, particular interests, and special fields of competence	Errors never interfere with understanding and rarely disturb the native speaker (NS). Only sporadic errors in basic structures
Advanced Plus Advanced	2+ 2	Able to fully participate in casual conversations, can express facts, give instructions, describe, report on, and provide narration about current, past, and future activities	Concrete topics such as own background, family, interests, work, travel, and current events	Understandable to a NS not used to dealing with foreigners; sometimes miscommunicates
Intermediate High Intermediate Mid Intermediate Low	1+ 1	Can create with the language; ask and answer questions, participate in short conversations	Everyday survival topics and courtesy requirements	Intelligible to a NS used to dealing with foreigners
Novice High Novice Mid Novice Low	0+ 0	No functional ability	None	Unintelligible

* *ACTFL = American Council on the Teaching of Foreign Languages*
ETS = Education Testing Service

\+ = *Strong Performance*
– = *Weak Performance*
** *May be job specific*

The scope and sequence charts then link the basic memorized content listed in the overview section into the functions that follow. The basic memorized content for each level is re-entered several times as required by different functions and interactions.

The committee is not proposing a definite linear sequence in the development of functions per level, but is suggesting the range of functions students will be able to carry out by the end of that level. Teachers, of course, will adjust the sequence of development of functions to the textbook material at their disposal. The committee suggests that as teachers begin to cover a topic or grammatical point they examine the guide's suggestions for the types of interactions and functions for students to carry out with that particular topic or grammar item.

Teachers might also examine ideas on presenting the text material in a communicative, functional manner. Students should go beyond rote repetition and memorization of material. That is, students should move into active use of the language through open-ended question-and-answer work, pair activities, role-playing and simulation, interview activities, etc. Notice that the section has deliberately parceled out grammar and vocabulary over the four levels so that less material is introduced per level than has usually been the case. Therefore, time will be available for re-entering previously learned material in functional and communicative activities and in varied interactions between teacher and students and pairs and groups of students.

With the ACTFL Scale, a student who has never studied the foreign language would be at the novice-low level, having, as shown in Table 2, no functional ability, no command of content and vocabulary, and no ability to pronounce so that a native speaker could understand. Performance at level two is a reasonable expectation for a good foreign language student after two years of college or four years of high school courses. Both the ILR and ACTFL scales measure proficiency using the categories of functions, content, and accuracy.

The ACTFL Scale ends at the superior or 3 level. Anyone being evaluated who performs above that level would simply be designated 3+ and considered an exception to the general level of proficiency that students are expected to attain in the typical foreign language classroom.

The six functions listed in Level I are sequential. They proceed from memorization of utterances to more sophisticated levels of discourse in which the student is expected to apply grammatical generalizations to express meaning spontaneously. The grammatical, vocabulary, and cultural topics in Level I are also listed in a sequence. However, the actual order of presentation will depend upon the textbook and materials used in the course. Many of the verbs, vocabulary items, and idioms will be introduced early in memorized sequences without being fully internalized in terms of grammatical mastery. For example, in Level I, Function 1, after the first few weeks of instruction students can be expected to respond to questions such as the following.

Q. Comment t'appelles-tu? A. **Je m'appelle Chantal.**

Q. Qu'est-ce qu'il y a? A. **Je suis malade.**

Students can be expected to engage in such speech acts even though the full formal introduction of reflexive verbs and expressions of physical discomfort will not occur until Level II.

As teachers proceed through Levels II, III, and IV, they should constantly re-enter the material from earlier levels through reviews, warm-ups, and drill exercises, so that students can thoroughly internalize the material. Through this process, students gradually make the vocabulary and grammar a natural part of their language functioning.

Level I Basic Curriculum Content
Basic Survival in the Classroom
(150 Contact Hours)

Overview—Level I	Verbs	Other Parts of Speech/Idioms
Students will*	• -Er verbs faire aller avoir être s'appeler jouer à/jouer de	• Common nouns (singular and plural) used with definite articles, indefinite articles, partitive articles (affirmative and negative); demonstrative adjectives; possession shown with possessive adjectives (mon, ma, mes) and de
1. Understand and produce memorized utterances and sequences in oral and written form.	Present tense, all persons; correct word order in declarative sentences with ne...pas; interrogative sentences with intonation; est-ce que, n'est-ce pas; inversion; interrogative expressions (e.g., Qui? Quel?)	• Subject pronouns (singular and plural)
2. Develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.	Est-ce que je pourrais? Puis-je? Je voudrais/voudriez-vous? Je prends/prenez-vous? Je mets/mettez-vous? Je bois/buvez-vous? Je pourrais/pourriez-vous? Se trouve	• De, à, and their contractions • Adjectives of size, color, emotion, appearance (agreement and syntax)
3. React, in a limited way, in a social situation without complications.	• React appropriately to imperatives in classroom situations	• Basic prepositions (e.g., avec, sur, par, sous, près de, pour, loin de, à droite, à gauche, chez); nouns + emphatic pronouns
4. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.	• Respond to structured questions in passé composé, using automatic pairs (e.g.,Avez-vous-?/j'ai) to provide personal information	• Adverbs of quantity, degree, time (e.g., très, beaucoup, peu, bien, hier, aujourd'hui, demain) • C'est/il est • Il faut + infinitive • Il y a/y a- t-il?
5. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.	• Respond to structured questions with aller + infinitive using automatic pairs (e.g.,Allez-vous-?/je vais) to provide personal information	• Interrogative expressions (e.g., Où? Quand? Pourquoi? Quel? Combien? Qu'est-ce que? Qui?)
6. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.	• Respond to questions about the future using present tense + adverbs of futurity (e.g.,Etudies-tu demain? Oui, j'étudie demain.)	• Que veut dire? Comment dit-on? (with new vocabulary)
**Note: These items are re-entered and used communicatively in the following Level I functions.*		

	Topics and Vocabulary	Culture
	• Health • Greetings • Leave-takings • Weather • Time • Age • Days of the week • Months • Seasons • Alphabet • Cardinal and ordinal numbers • Colors • Family, pets, and other animals • Rooms of the house • Classes and courses • Meals and food • Clothing • Body parts • Classroom objects and routines • Interjections, fillers, and rejoinders • Personal activities	• Awareness of varied register levels in greetings and other interactions (e.g., **Bonjour, Mlle** to an adult/**Salut** to a peer); different patterns of friendship (**un camarade, un ami, un petit ami**) • Appropriate kinesics (e.g., handshake and greeting; **comme ci, comme ça**) • Typical French names • **La vie quotidienne** • **Les loisirs** • French syntax in expressing dates; recognition of 24-hour clock • Reading and writing numerals in French fashion • Basic geographical information about France and other francophone countries (e.g., cities, rivers, monuments) • Songs, rhymes, poems, sayings, proverbs

Functions Applying Memorized Material from Level I Overview

Function	Verbs	Other Parts of Speech/Idioms
1. Students will understand and produce memorized utterances and sequences in oral and written form.		
a. Respond to basic questions in class	a. **-Er** verbs **faire, aller, être,** and **s'appeler** in the affirmative and negative	a. Common nouns, pronouns, articles, adjectives, and prepositions; **c'est/il est**
b. Repeat such basic questions, asking them of other students	b. Interrogative formation of above **-er** verbs; **Est-ce que je pourrais? Puis-je? Pourriez-vous? Voudriez-vous?**	b. Interrogative expressions (e.g., **Que veut dire . . .? Comment dit-on . . .?**)
c. Recite sequences	c. **Etre**	c. As needed
d. Respond to visual cues	d. **Etre** and **avoir**	d. Common nouns, articles, adjectives, pronouns, and prepositions; **c'est/il est, il y a**
e. Recite cultural materials	e. As needed	e. As needed

	Topics and Vocabulary	Culture
	a. Health, weather, time, age, family, pets, classes and courses, meals and food, personal activities	a. Varying register levels, and appropriate kinesics; French syntax in expressing dates; typical French names
	b. As in item *a* above	b. Varying register; tu vs. vous
	c. Days of the week, months, seasons, numbers, alphabet	c. Reading and writing numerals in French fashion
	d. Colors, time, members of the family, pets, rooms of the house, body parts, clothing, classroom objects, numbers, meals and food	d. Basic geographical information; numerals written in French fashion; 24-hour clock
	e. As needed	e. Songs, rhymes, poems, sayings, proverbs

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
2. Students will develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.		
a. Seek information	a. Interrogatives of known verbs	a. Interrogative expressions (**Qui? Où? Quel? Quand? Comment? Pourquoi? Qu'est-ce que? Combien? Qu'est-ce que c'est? Il y a/Y a-t il?**)
b. Express confusion	b. Negative of appropriate verbs (e.g., **Je ne sais pas. Je ne comprends pas.**); simple commands with known verbs (e.g., **Répétez, s'il vous plait.**)	b. **Plus lentement, moins vite; Que veut dire? Comment dit-on?** with new vocabulary; **Qu'est-ce que c'est?**
c. Follow directions	c. React to singular and plural imperatives of known **-er** verbs and other verbs commonly used in classroom activities (e.g., **finissez, répondez, levez-vous, asseyez-vous, lisez, dites, écrivez, prenez, venez, attendez**)	c. **Avec, par, à, pour, de; il faut** + infinitive
d. Make excuses and ask permission	d. **Puis-je? Est-ce que je pourrais? Je voudrais.**	d. **Faut-il? il faut; Excusez-moi. Pardon.**
e. Express emotions	e. **Etre, aimer, détester**	e. Adjectives of emotion (e.g., **triste, content, fâché**)

	Topics and Vocabulary	Culture
	a. Classroom routines (pages, exercises, objects,etc)	a. As needed
	b. Fillers (e.g., **euh, c'est-à-dire**); classroom routines; new vocabulary	b. Varying register (e.g., **S'il vous plait. Merci. Pardon? Quoi? Je regrette.**); tu/vous with appropriate expressions
	c. Classroom routines and homework (e.g., **Allez au tableau. Prenez un morceau de papier. Pour demain, faites**)	c. Varying register (as in item *b* above)
	d. Classroom routine and homework (e.g., **Puis-je tailler mon crayon? Je n'ai pas mon livre.**)	d. Varying register (as in item *b* above)
	e. Interjections and rejoinders of pleasure, surprise, disappointment, frustration (e.g., **Que vous êtes gentil. Vraiment? Ce n'est pas vrai! Zut alors! Ça alors!**)	e. Varying register for intensity (e.g., **C'est vrai? Ce n'est pas vrai! Menteur!**)

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
3. Students will react, in a limited way, in a social situation without complications.		
a. Use appropriate greetings and leave-takings	a. **Aller** (e.g., **Ça va? Comment allez-vous?**)	a. As needed (e.g., **Je vais très bien. Où vas-tu?**)
b. Use typical French names and titles appropriately	b. **S'appeler**	b. Common nouns and pronouns (e.g., **le professeur s'appelle/elle s'appelle**)
c. Give personal information in one- or two-sentence sequences	c. Expressions with **aller** and **avoir** and other known verbs	c. Common nouns, descriptive and possessive adjectives

	Topics and Vocabulary	Culture
	a. Appropriate greetings and leave-takings, health	a. Varying register in courtesy expressions (e.g., using polite greetings with adults, informal with peers—**Bonjour, Mlle; Au revoir, M./ Salut. Ça va?**)
	b. Typical French names and titles	b. Typical French names, including hyphenated names (e.g., **Marie-France, Jean-Paul**); minimal distinctions between masculine and feminine names (e.g., **Louis/Louise, Michel/Michèle**); same names used for both genders (e.g., **Dominique, Pascale**)
	c. Health, name, age, family, pets, etc.	c. Reacting to health situations (e.g., **à tes souhaits**); birthdays; **la famille française**

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
4. Students will understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.		
a. In the present tense	a. **-Er verbs, avoir, aller, faire, être (e.g., Aimez-vous les sports? Non, je n'aime pas les sports. Vas-tu souvent au cinéma ou à la bibliothèque? Je vais souvent au cinéma.)**	a. As needed
b. In the past tense, using memorized automatic pairs	b. **-Er verbs, faire, aller,** using teacher-cued, memorized automatic pairs **(e.g., Avez-vous regardé la télé? J'ai/je n'ai pas regardé la télé. Etudié fait les devoirs?)**	b. Adjectives and adverbs of past time **(e.g., hier, lundi dernier)**
c. In the future tense, using memorized automatic pairs	c. **Aller** + infinitive in teacher-cued, memorized automatic pairs **(e.g., Vas-tu étudier ou jouer au football ce weekend? Je vais étudier ce weekend.)**	c. Adjectives and adverbs of futurity **(e.g., demain, la semaine prochaine, ce soir)**
Using the present tense with expressions of futurity	**Allez-vous au ciné ce soir? Non, je ne vais pas au ciné ce soir.**	As needed

	Topics and Vocabulary	Culture
	a. Personal activities, (e.g., leisure time, school events, vacation, sports, family, pets, clothing, courses and classes, rooms of the house, meals and food, health)	a. les loisirs, les vacances, le weekend, les sports, les cours
	b. As in item *a* above	b. As in item *a* above
	c. As in item *a* above	c. As in item *a* above

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
5. Students will show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.		
a. Respond realistically to basic questions used in class	a. React to interrogative syntax of known verbs	a. Utilize known interrogative words; adverbs of quality and quantity; partitive vs. definite article; **il est** vs. **c'est**
b. Manipulate memorized materials to fit the situation	b. Utilize known verbs	b. Utilize known items
c. Give one-sentence description of items	c. **Être, avoir**, negation	c. Adjectives of color, size, appearance (agreement + syntax); prepositions of location and distance; **il y a, il est** vs. **c'est**
d. Give one-word or one-sentence answers to factual questions based on cultural information	d. React to interrogative syntax; **se trouve**	d. Prepositions of location
e. Express likes and dislikes in single sentences	e. **Aimer mieux, aimer** + infinitive, **préférer, adorer, détester, je prends** (with food), **je bois** (with beverages)	e. Adverbs of quality and quantity; definite article (singular and plural); demonstrative adjectives; partitive article
f. Express agreement and disagreement with others' likes and dislikes	f. As in item *e* above; **être d'accord**	f. Rejoinders of agreement (e.g., **oui, moi aussi, d'accord, moi, non plus**) and disagreement (e.g., **si, pas moi, au contraire, pas du tout**)
6. Students will write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or a visual aid.	Utilize known verbs, especially **être** and **faire**	Adjectives of color, size, quality, appearance (agreement + syntax); adverbs of quantity and degree; possessive adjectives; **il y a, il est, c'est**, and other known parts of speech

	Topics and Vocabulary	Culture
	a. Utilize known vocabulary in topics such as health, weather, time, days and dates, etc.	a. French syntax in expressing dates; recognition of 24-hour clock; appropriate kinesics (e.g., **comme ci, comme ça**)
	b. Health, weather, time, days and dates, seasons; alphabet, spelling names and vocabulary items; numbers (age, date, time); classroom objects and routines	b. Capitalization or lack of capitalization (dates, days of the week); reading and writing numerals in French fashion
	c. Utilize known vocabulary (e.g., **C'est un livre rouge.**)	c. Geography and other cultural information
	d. Utilize known vocabulary (e.g., **Où se trouve Paris? Paris se trouve sur la Seine.**)	d. Social customs in daily living (e.g., having a meal, holidays); geography (map location of countries and cities); French foods
	e. Utilize known vocabulary (e.g., **J'adore le français.**)	e. Appropriate cultural situations
	f. Utilize known vocabulary (e.g., **Moi aussi, j'adore le français.**)	f. Attention to proper register level
	Utilize known vocabulary, cued by a topic or visual aid (e.g., **Voici mon chien. Il s'appelle Max. Il est blanc et gris. Il est méchant mais adorable.**)	Utilize known cultural items cued by a topic or visual aid
	By the end of Level I, students' proficiency range will be *novice low* to *novice high*. Students will perform in a manner that is comprehensible to a native speaker who is patient and used to dealing with non-native speakers. Phonological and grammatical errors are frequent. They are expected and even accepted as long as they do not interrupt the comprehensibility of the interchange.	

Level II Basic Curriculum Content
Basic Survival in the Target Culture
(300 Contact Hours)

Overview—Level II	Verbs	Other Parts of Speech/Idioms
Students will*	*Review and re-entry of Level I*	*Review and re-entry of Level I*
1. Be able to get into, through, and out of typical cultural situations.	• Present tense, **passé composé**, **aller** + infinitive for **-ir** verbs and **-re** verbs	• Appropriate use of single direct and indirect object pronouns **y** and **en** in affirmative and negative statements, interrogative and imperative sentences
2. Be able to tend to their welfare in the target culture.	• Present tense of common reflexive verbs to give personal information (e.g., **s'appeller, se lever, se laver, se brosser les dents, s'habiller, se coucher**)	• **De, à,** and **en** with geographical expressions and other common prepositions
3. Be able to interact socially in an appropriate manner.	common stem-changing verbs (e.g., **acheter, préférer**) and common irregular verbs (e.g., **prendre, comprendre, mettre, vouloir, pouvoir, dire, écrire, lire, boire, voir, savoir, connaitre**) in the affirmative, negative, and interrogative forms	• Various negative expressions (**ne . . . jamais, ne . . .plus, ne . . . personne, ne . . . rien, ne . . . pas encore, ne . . . ni . . . ni**)
	• Appropriate and conditional forms of **vouloir** and **pouvoir**	• Appropriate use of interrogative pronouns (e.g., **Qui? Qu'est-ce qui? Qu'est-ce que? Que?**), interrogative adjectives (e.g., **Quel?**), and interrogative adverbs (e.g., **Combien? A quelle heure? Où?**)
	• **Avoir** expressions	• Basic adverbs plus appropriate use of comparative and superlative forms of regular and irregular adverbs
	• **Venir de** + infinitive to express immediate past action	• **Il y a/Y a-t-il?**
	• Appropriate use of **savoir** and **connaitre**	• **Qu'est-ce qu'il y a?**
	• Recognitional knowledge of imperfect tense of known verbs	• Basic adjectives and adjectives expressing contrasts, professions, nationality, physical and emotional states; comparative and superlative forms of regular and irregular adjectives

**Note: These items are re-entered and used communicatively in the following Level II functions.*

Topics and Vocabulary	Culture
Review and re-entry of Level I *Situations such as* • Ask for and follow directions • Get a hotel room • Order a meal • Make an appointment • Use the post office • Make a phone call • Use public transportation (e.g., le métro, buses, taxis) • Pass through customs • Shopping • Cash a check, exchange money • Social encounters • Tend to one's physical welfare *Topics such as* • Personal information • Professions • Health and well-being (physical and emotional) • Nationalities and countries • Recreational pursuits • Daily activities	*Review and re-entry of Level I* • Know what to say and do in typical French cultural situations • Understand and use the French monetary system (pièces et billets) • Recognize and use signs for streets, public transportation (e.g., le métro, buses) and public services • Understand regulations and procedures involving customs, the post office, public transportation, and other public services • Locate necessary sources of information and help • Shopping and dining • Awareness of popular and frequently visited historical sites, buildings, monuments, and geographical features (e.g., provinces, cities, rivers, mountains)

Functions Applying Memorized Material from Level II Overview

Function	Verbs	Other Parts of Speech/Idioms
1. Students will be able to get into, through, and out of typical cultural situations.	*Review and re-entry of Level I*	*Review and re-entry of Level I*
a. Make simple inquiries orally	a. Commonly used verbs such as **être, avoir, se trouver, coûter, savoir,** and **connaître**; other known verbs in simple question formation	a. Interrogative adverbs of location, time, and quantity (e.g., **Où? Quand? A quelle heure? Combien? Jusqu'à?**); interrogative pronouns (e.g., **Qu'est-ce qui? Qu'est-ce que? Qui?**); interrogative forms of **il y a, Qu'est-ce que qu'il y a?**
b. Gather information in reading or aurally	b. Common and known verbs from Levels I and II; **aller** + infinitive in present tense; recognitional knowledge of imperfect tense of known verbs	b. All items from Level I; direct and indirect object pronouns
c. Get people to restate more simply or slowly through polite imperatives, trying to paraphrase, repeating part of a sentence with interrogative intonation, polite interjection	c. **Répéter, écrire, comprendre, parler, dire, attendre; Voudriez-vous? Pourriez-vous? Voyons.**	c. Adverbs of speed (e.g., **vite, lentement, rapidement**); comparative adverbs (e.g., **plus, moins, aussi**)
d. Complain, refuse politely (e.g., express displeasure, give simple commands)	d. Negative forms of **aimer**, vouloir, and **pouvoir**; polite forms of imperatives; **Ça ne me plait pas.**	d. Comparative forms of adjectives and adverbs (e.g., **plus, moins, aussi, que**); adjectives of contrast (e.g., **autre, différent**)
e. Give more extended personal information	e. **Je suis né (née)**; common reflexive verbs to give personal information; **venir de** + infinitive; present tense and **passé composé** of **habiter, étudier, venir,** and other known verbs using **avoir** or **être** as auxiliaries	e. Adjectives of profession and nationality; **de, à,** and **en** with locations and geography

	Topics and Vocabulary	Culture
	Review and re-entry of Level I a. Ask directions; get a hotel room; order a meal; make an appointment; use the post office; make a phone call; pass through customs; shop; cash a check; exchange money; deal with social encounters; tend to physical welfare	*Review and re-entry of Level I* a. Get attention (e.g., **Pardon. Excusez-moi. Bonjour.**); initiate a conversation (e.g., **pourriez-vous me dire, je voudrais savoir**)
	b. As in item *a* above; understand and follow directions; read a menu; read schedules for public transportation; read signs, advertisements; make a phone call	b. Read timetables, menus, newspapers, or magazine announcements; recognize abbreviations (e.g., **ouvert, fermé**, and telegraphic style); recognize and use signs for public transportation and services; understand customs procedures and regulations
	c. As in item *a* above in face-to-face interchanges and via the telephone	c. Use of appropriate register level in imperatives (e.g., **Répétez, s'il vous plait.**); paraphrase (e.g., **Vous dites que le film commence à 8 heures?**); repeat with negative intonation (e.g., **On tourne à gauche?**); use polite interjections (e.g., **Vous dites? Pardon? Comment?**)
	d. Get a hotel room; order a meal; shop; deal with social encounters	d. Use varied and appropriate register level using conditional forms of verbs to be polite and other forms to be more emphatic
	e. Family and personal background, including date of birth, age; professions; nationalities; countries; educational experiences; recreational pursuits	e. French syntax in expressing dates; awareness of appropriate conversational topics (e.g., offer personal information at will, but avoid inquiring on personal topics such as age, religion, salary)

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
2. Students will be able to tend to their welfare in the target culture.	*Review and re-entry of Level I*	*Review and re-entry of Level I*
a. Express physical discomfort and needs (e.g., hunger, fatigue, illness)	a. **Aller** and **avoir** expressions regarding physical state; **avoir besoin/envie de, il me faut, boire**	a. Definite article with parts of the body; partitive article with foods, medicines, etc.; adjectives regarding the physical state (e.g., **fatigué, malade**); adverbs of degree (e.g., **très**); comparison of adjectives and adverbs
b. Describe medical/physical needs in very simple terms	b. As in item *a* above	b. As in item *a* above
c. Request help in attending to needs and/or uncertainties	c. **Se trouve; avoir besoin de**; polite imperatives and interrogatives of known verbs	c. Interrogative adverbs of location and time (e.g., **Où? Quand? A quelle heure?**); interrogative pronouns and adjectives (e.g., **Quel film? Que faut-il faire?**)
d. Buy food items in a street market or in various stores	d. **Avoir, acheter, coûter**; polite imperatives and interrogatives of known verbs; **vouloir** (conditional)	d. Partitive and definite articles; expressions of quantity
e. Cash a check and change money	e. **Toucher un cheque**; polite imperatives and interrogatives of known verbs; **vouloir** (conditional)	e. Interrogative pronouns and adjectives and adverbs of quantity (e.g., **Combien?**)
f. Buy non-food survival items	f. As in item *d* above	f. As in item *d* above

	Topics and Vocabulary	Culture
	Review and re-entry of Level I	*Review and re-entry of Level I*
	a. Types of illness; physical discomfort; body parts; medicines; foods; beverages	a. Locations for obtaining help (e.g., **la pharmacie**); appropriate times and situations for discussing health; nutrition (time and size of meals); types of eating establishments (e.g., **une brasserie, un café, un restaurant**); frequent use of mineral water; **mal au foie**; health spas
	b. As in item a above	b. Enlist help of the **concierge** in obtaining medical assistance
	c. Directions and locations; plan and make arrangements for daily activities, including recreation (movies, theater, etc.); use public transportation	c. Read schedules and newspapers to obtain information; 24-hour clock; **le syndicat d'initiative**; use **le kiosque**
	d. Food items; names of stores; names of shopkeepers; shopping phrases	d. **Le marché**; specialities of **les petits magasins** (e.g., **la boulangerie, la pâtisserie**); appropriate linguistic and physical behavior when shopping
	e. Numbers; monetary terms; banking terms	e. **L'argent français**; banking hours, practices, and linquistic and social interaction; calculate exchange rates; locations for cashing checks and exchanging money
	f. Newspapers, magazines; personal hygiene items; tobacco products; clothing; other articles needed for daily living	f. **Les petits et les grands magasins** including **la pharmacie, le bureau de tabac**, chain store; **le kiosque**; use appropriate linguistic and physical behavior when shopping in various locations

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
3. Students will be able to interact socially in an appropriate manner.	*Review and re-entry of Level I*	*Review and re-entry of Level I*
a. Understand and use a variety of appropriate greeting/leave-takings and social formulas (e.g., express politeness, apologize, excuse themselves)	a. **Voudriez-vous? Je voudrais. Pourriez-vous? Je pourrais.**	a. As needed
b. Issue and react to simple invitations	b. **Pouvoir, vouloir** (conditional); polite imperatives and interrogatives of known verbs	b. Prepositions of location and time; adverbs of futurity
c. Arrange a meeting with someone at a specific time, place, date	c. Express futurity using **aller** + infinitive	c. As in item *b* above
d. Understand and use common and appropriate telephone phrases	d. As in item *b* above	d. Interrogative pronouns, adjectives, and adverbs

	Topics and Vocabulary	Culture
	Review and re-entry of Level I a. **Expressions de politesse** for all situations listed in overview and in social and personal interactions (e.g., **Bonjour M/Mme. Pardon. Au revoir, Mme.**)	*Review and re-entry of Level I* a. Appropriate linguistic and physical behaviors in various types of social interaction (e.g., dining at someone's home, dating)
	b. Rejoinders of acceptance or rejection; make excuses; express pleasure and regret (e.g., **Je regrette. volontiers, avec plaisir**)	b. Patterns, customs, and activities of friendship and dating; **les loisirs**
	c. Numbers; locations, directions; dates; common business terms (e.g., names of businesses, personnel, commonly used items)	c. Knowledge of business hours and etiquette
	d. Telephone phrases including formulas for opening and closing conversations in various registers (e.g., **Allô, ici Pierre. Ne quittez pas! Qui est à l'appareil?**)	d. Telephone usage—location and costs of public phones; frequency and duration of calls; appropriate reasons for calling; procedures for use; reading a phone book; obtaining operator assistance; availability and cost of home telephone
	By the end of Level II, students' proficiency range will be *novice high* to *intermediate low*. Grammatical errors still appear in morphology and syntax patterns (especially in those dissimilar to English patterns) but subject/verb agreements are made with commonly used verbs, as are number agreements on nouns/articles. Phonological and grammatical errors are fewer than in Level I, but still occur frequently enough to mark the student distinctly as a foreigner. Students will be understandable to natives used to dealing with non-native speakers.	

Levels III & IV Basic Curriculum Content
Living and Functioning Socially in the Target Culture
(Level III—450 Contact Hours, Level IV—600 Contact Hours)

Overview—Level III & Level IV	Verbs	Other Parts of Speech/Idioms
Students will*	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
1. Participate actively using oral and written forms.	• Level I and II verbs in the present tense, **passé composé**, and **aller** + infinitive for future use; recognitional knowledge of **imparfait**	• **Depuis** expressions
2. Go beyond immediate events to narrate and describe in the past, future, and present in oral and written form.	• Levels I-IV verbs in the imperfect, future, and conditional tenses and in affirmative, negative, and interrogative forms	• Use of infinitive after prepositions and perfect infinitive after **après**
3. Explore options in a situation and handle difficulties and unexpected events.	• **Passé composé** vs. **imparfait** (basic distinctions and usage)	• Relative pronouns (e.g., **qui/que, ce qui/ce que, dont, lequel**)
	• Use of the future and future perfect with certain conjunctions (e.g., **quand, dès que, aussitôt que**)	• Distinction between interrogative pronouns for people and things
	• Present subjunctive mood used with emotive and impersonal expressions	• Appropriate use of double object pronouns in affirmative and negative statements, interrogative and imperative sentences
	• Present/future and imperfect/conditional forms of known verbs; **si**-clauses	• Possessive pronouns
	• Present tense of known verbs with **depuis, il y a, ça fait**	• Syntax of pronouns with conjugated verbs and infinitives
	• Recognitional knowledge of known verbs in the pluperfect, conditional perfect, **passé simple**, passive voice	• **Tout** and its forms as adjectives, pronouns, and adverbs
	• Irregular verbs not covered in Levels I and II, including **devoir, suivre, ouvrir**	• Position of adjectives to change meaning
	• **Si** + **on** with the **imparfait** for making suggestions	• **Penser** with **à, de**, and **que**
		• Appropriate use of **il/elle est** vs. **c'est**; and **ils/elles sont** vs. **ce sont**
		• Transitional words and phrases (e.g., **puis, ensuite, enfin**)
		• Causality phrases (e.g., **par conséquence, donc, à cause de, parce que**)
		• **On** used as a pronoun of general reference or in place of **nous** or **vous**

**Note: These items are re-entered and used communicatively in the following Level III and Level IV functions.*

Topics and Vocabulary	Culture
Review and re-entry of Levels I and II *With reference to both the native and target cultures* • Relationships • Residence • Hobbies • Pastimes • Personal interests • Opinions • Feelings • Daily routine • Leisure-time activities • Current events • Politics • Intellectual and aesthetic pursuits (e.g., movies, theater, TV, books, magazine articles, art) • Special personal events (e.g., weddings, family gatherings) • Holidays and other special events • Various modes of travel • Geography	*Review and re-entry of Levels I and II* • Common slang expressions • **La vie quotidienne** • Educational system • Holidays and other special events • Media • Typical reading material (e.g., books, magazines, newspapers) and possible political orientation • Various aspects of travel • Family and personal relationships • Typical types of work • Appropriate behavior in social and work situations—acceptable topics of discussion; not probing too deeply into personal life; etiquette; expressing displeasure, disagreement, opinions, and values; influencing others; polite to impolite register levels • Current events • Politics as a perennial and nonpersonal topic of conversation; importance of being well informed on politics and current events in France, U.S., world

Level III—450 hours
Level IV—600 hours

Note: The development of functions and proficiency spanning 300 to 600 contact hours is described in this section. **This does not imply that students in Levels III and IV should be taught together in one class; Level III is considered to be a prerequisite to Level IV.** The proficiency descriptions for the two levels are in one section because students may acquire the functions at various times, depending on individual acquisition sequences and the teacher's materials and instructional approach. However, by the end of 600 contact hours (i.e., after four consecutive levels of instruction) student proficiency is likely to appear in the functions, content, and accuracy described.

Functions Applying Memorized Material from Levels III & IV Overview

Function	Verbs	Other Parts of Speech/Idioms
1. Students will participate actively using oral and written forms.*	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
a. Understand questions about themselves	a. Interrogative of known verbs in commonly used tenses (using syntactical changes or intonation)	a. Interrogative pronouns and expressions; distinction between interrogative pronouns for people and things; **depuis** expressions; possessive pronouns; object pronouns; **penser** with **à**, **de**, and **que**
b. Ask others for information about themselves	b. As in item *a* above	b. As in item *a* above; appropriate usage of **il/elle est** vs. **c'est**, **ils/elles sont** vs. **ce sont**
c. Understand extended answers to their questions	c. Utilize known verbs in commonly used tenses, including the **imparfait**, conditional, and future tenses; recognitional knowledge of the pluperfect, subjunctive, and other less commonly used tenses/moods of known verbs; **passé composé** vs. **imparfait**	c. Object pronouns; possessive pronouns; relative pronouns; transitional and causality words and expressions; **depuis** expressions; use of **on** as a pronoun of general reference or in place of **nous** or **vous**
d. Give detailed and extended information about themselves to others	d. Utilize known verbs in commonly used tenses, including the **imparfait**, conditional, and future tenses; **passé composé** vs . **imparfait** ; present tense of known verbs with **depuis**, **il y a**, **ça fait**; use of the future with some conjunctions (e.g., **quand**, **dès que**, **aussitôt que**)	d. Relative pronouns; **il/elle est** vs. **c'est**, **ils/elles sont** vs. **ce sont**; transitional and causality words and expressions; **depuis** expressions

***Note:** In contrast to previous levels, this function is carried out in strings of sentences that begin to resemble short, organized paragraphs rather than single, unrelated, simple sentences; the function may be initiated by the student as well as carried out as a response.*

	Topics and Vocabulary	Culture
	Review and re-entry of Levels I and II a. Relationships; residence; leisure-time activities, hobbies; opinions and feelings; daily routine; special personal events (e.g., weddings, family gatherings); geography	*Review and re-entry of Levels I and II* a. Family and personal relationships on a factual basis; typical types of work
	b. As in item *a* above	b. As in item *a* above; appropriate behavior in social and work situations
	c. As in item *a* above	c. As in item *a* above; appropriate behavior in social and work situations; common slang expressions
	d. As in item *a* above	d. As in item *a* above

Functions Applying Memorized Material from Levels III & IV Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
2. Students will go beyond immediate events to narrate and describe in the past, future, and present in oral and written form.	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
a. Recount a sequence of events that happened to them or someone else	a. **Passé composé vs. imparfait; aller** + infinitive for expressing future action; future tense	a. Adverbs of time and location; transitional and causality words and expressions (e.g., **d'abord, puis, ensuite/par consequence, parce que, à cause de**)
b. Summarize a movie, TV program, book, magazine article, etc.	b. **Passé composé** vs. **imparfait**	b. Transitional and causality words and expressions; **il /elle est** vs. **c'est**; on usage
c. Discuss current events and express a reaction to them in simple factual terms	c. Subjunctive mood with emotive and impersonal expressions; si-clauses; **devoir**	c. **Penser** with **à, de,** and **que**; transitional and causality words and expressions; interrogative pronouns; on usage
d. Discuss plans for a future event (picnic, holiday, trip, etc.)	d. **Aller** + infinitive for expressing future action; future tense; si-clauses; **devoir**; conditional tense; subjunctive mood with emotive and impersonal expressions	d. Interrogative pronouns; transitional words and phrases
e. Understand others' accounts of all of the above	e. **Passé simple** in written form; pluperfect; conditional perfect; passive voice	e. Items used more commonly in written form than oral form (e.g., double object pronouns, relative pronouns, syntax of pronouns with conjugated verbs and infinitives)

	Topics and Vocabulary	Culture
	Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*
	a. Relationships; pastimes, personal interests, leisure-time activities; daily routine; special personal events (e.g., weddings, family gatherings); holidays; geography	a. **La vie quotidienne**; holidays and other special events; travel experiences; typical types of work
	b. Intellectual and aesthetic pursuits; leisure-time activities	b. Media; typical reading material
	c. Current events; politics; opinions and feelings	c. Media; current events; politics as a perennial and non-personal topic/the importance of being well informed; educational systems; expressions of approval/disapproval and valuing
	d. Pastimes; leisure-time activities; special personal events; holidays; special events in the target culture; geography; intellectual and aesthetic pursuits	d. Holidays, other special events; various aspects of travel; geography; typical types of work
	e. As in the above items	e. As in the above items

Functions Applying Memorized Material from Levels III & IV Overview (*continued*)

Function	Verbs	Other Parts of Speech/Idioms
3. Students will explore options in a situation and handle difficulties and unexpected events.	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
a. Suggest alternatives rather than accept the option offered (send back unacceptable food, change a departure time, etc.)	a. Utilize known verbs; present subjunctive mood using emotive and impersonal expressions; si-clauses; conditional and imperative forms for making requests (e.g., **Je voudrais./Voudriez-vous ? Donnez-moi plutôt un billet de 2ème.**)	a. Il/elle est vs. c'est; transitional and causality words and expressions; relative pronouns (e.g., **La chambre que vous m'avez donnée ne me plait pas.**); tout and its forms; syntax of pronouns with conjugated verbs and infinitives (e.g., **Je ne peux pas l'accepter.**); penser que
b. Influence/encourage someone to do something (change places on a train, return a purchase, etc.)	b. Utilize known verbs; present subjunctive mood; conditional and imperative forms for making requests; use of future with certain conjunctions (e.g., **Aussitôt que tu auras fini la vaisselle, on pourra partir.**)	b. Use of infinitive after prepositions and perfect infinitive after apres; double object pronouns (e.g., **Tu veux me le donner?**); syntax of pronouns with conjugated verbs and infinitives (**Peut-être que tu peux me le donner?**); transitional and causality words and expressions; penser que
c. Seek explanations for the unexpected (find out why the check for a meal is high, why the credit card is not accepted, etc.)	c. Interrogative of all known verbs and tenses; present subjunctive mood	c. Relative pronouns; interrogative pronouns for people and things (e.g., **Qu'est-ce qui se passe?, Qui est-ce qui aurait fait cela?**); il/elle est vs. c'est; transitional and causality words and expressions; on usage (e.g., **Pourquoi est-ce qu'on m'a donné un billet de première classe?**

	Topics and Vocabulary	Culture
	Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*
	a. Hotels (e.g., requesting a quieter or cheaper room); restaurants (e.g., send back unacceptable food, question a bill); public transportation (e.g., change departure time, change a ticket from first to second class); pastimes, leisure-time activities (e.g., insist on student rates); daily routines	a. Appropriate linguistic and physical behavior; change in register level (e.g., express displeasure or disagreement politely either verbally or non-verbally); **la vie quotidienne**; slang expressions; travel aspects
	b. Relationships; politics and current events; special personal events; travel; daily routine; intellectual and aesthetic pursuits	b. Appropriate linguistic and physical behavior; **la vie quotidienne**; slang expressions; travel aspects; family and personal relationships; typical types of work; politics and current events
	c. Relationships; politics and current events; special personal events; travel; leisure-time activities; opinions; feelings	c. As in item *b* above
	By the end of Level III and Level IV, the students' proficiency range will be *intermediate low* to *intermediate high*. Students can handle the basic elementary grammatical constructions quite accurately and can use constructions to refer to the past and future in listening, speaking, reading, and writing activities. Errors still occur in grammatical forms and usage. Pronunciation often is faulty but intelligible. While students sometimes miscommunicate and must hesitate or use paraphrasing and fillers, they are likely to be comprehensible to natives not accustomed to dealing with foreigners.	

Provisional French Descriptions—Speaking

Novice—Low Unable to function in spoken French. Oral production is limited to occasional isolated words or expressions which have been borrowed into English or which are cognates of English words. Some examples are: *voilà, c'est la vie, cuisine, auto, table.* Essentially no communicative ability.

Novice—Mid Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary is limited to that necessary to express simple elementary needs and basic courtesy formulae, such as *Bonjour, Au revoir, Comment allez-vous?, Très bien, merci, Je m'appelle...,* etc. Syntax is fragmented, verbs are used mostly in the infinitive form, and there is little or no subject-verb agreement or noun-adjective agreement. The majority of utterances consist of isolated words or short formulae. Utterances are marked and often flawed by repetition of an interlocutor's words (*Q: Quel sport préférez-vous? *A: Vous préférez le sport tennis.*) and frequent long pauses; speakers at this level cannot create original sentences or cope with the simplest situations. Pronunciation is frequently unintelligible and is strongly influenced by the first language. Can be understood only with difficulty, even by persons such as teachers who are used to dealing with non-native speakers or in interactions where the context strongly supports the utterances.

* Denotes an error characteristic of speakers at this level.

Novice—High Able to satisfy immediate needs using learned utterances. There is no consistent ability to create original sentences or cope with simple survival situations, although there are some emerging signs of spontaneity and flexibility. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. There is some increase in utterance length, but frequent long pauses and repetition of the interlocutor's words still occur. Most utterances are telegraphic and errors often occur when word endings and verbs are omitted or confused (e.g., *Oui. *Je parle française.*). Speech is characterized by enumeration, rather than by sentences. Vocabulary is limited to common areas, such as colors, days of the week, months of the year, names of basic objects, numbers up to 60, and names of immediate family members. There is some concept of the present tense forms of the verbs and some common irregular verbs (*aimer, parler, habiter, avoir, être, vouloir, aller),* although use is limited primarily to first person singular and first and second person plural. There is some use of articles, indicating a concept of gender, although mistakes are constant and numerous. Question words are limited to *où, quand, quel, est-ce que, pourquoi, comment* and questions are often syntactically incorrect and semantically inaccurate. May be able to pronounce sounds correctly in isolation (*r, u, p, t, k, é)* but cannot do so consistently in words or sound clusters. Errors are frequent and, in spite of repetition, may severely inhibit communication even with persons used to dealing with such learners. Unable to make one's needs known and communicate essential information in a simple survival situation.

* Denotes an error characteristic of speakers at this level.

Intermediate—Low Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer some simple questions, can respond to and sometimes initiate simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions such as *Quel âge avez-vous? Comment vous appelez-vous? Combien de frères et de soeurs avez-vous? Qu'est-ce que tu étudies?.* Can sustain a short conversation on such familiar topics as characteristics of self and family members (name, age, physical description), location and description of home, school, or workplace, and other topics that involve an exchange of simple factual information. Can make one's needs known with great difficulty in a simple survival situation, such as ordering a meal, getting a hotel room, and asking for directions. Vocabulary is inadequate to express anything beyond basic information on familiar subjects and elementary needs. Little precision in information can be conveyed and misunderstandings frequently arise because of limited vocabulary, numerous grammatical errors, and poor pronunciation and intonation. There is some control of the present tense of regular verbs and the more common irregular verbs and of gender, number, and subject-verb agreement. Can give simple answers in the negative, limited to the *ne...pas* construction. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology, but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak French. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.

Intermediate—Mid Able to satisfy most routine travel and survival needs and some limited social demands. Can ask and answer questions on very familiar topics and in areas of immediate need. Can initiate and respond to simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions and carry on a conversation on topics beyond basic survival needs or involving the exchange of basic personal information, i.e., can talk simply about autobiographical details, leisure time activities, daily schedule, and

some future plans. In a simple situation, such as ordering a meal, making purchases, and requesting a hotel room, can deal with details, such as requesting a table for two in a quiet corner, asking for an article of clothing of a particular color, getting a hotel room with a private bath for a given length of time, or inquiring about modes of payment. Can handle simple transactions at the post office, bank, drugstore, etc. Misunderstandings arise because of limited vocabulary, frequent grammatical errors, and poor pronunciation and intonation, although speakers at this level have broader vocabulary and/or greater grammatical and phonological control than speakers at Intermediate Low. Speech is often characterized by long pauses. Some grammatical accuracy in basic constructions, i.e., subject-verb agreement, noun-adjective and gender agreement for familiar vocabulary, present tense of regular verbs and common irregular verbs such as *avoir, être, aller, faire, vouloir, pouvoir, savoir, devoir, comprendre.* Can express future time using *aller* plus infinitive. May have a concept of past time, but can use only isolated past tense forms which have been learned as vocabulary items. Syntax in most simple declarative sentences is generally correct, including placement of most common adjectives. Is generally understood by persons used to dealing with foreigners.

Intermediate—High

Able to satisfy most survival needs and limited social demands. Developing flexibility in language production although fluency is still uneven. Can initiate and sustain a general conversation on factual topics beyond basic survival needs. Can give autobiographical information and discuss leisure time activities. To a lesser degree, can talk about some past activities and future plans and non-personal topics, such as activities of organizations, and descriptions of events, although ability to describe and give precise information in these areas is limited. Can provide sporadically, although not consistently, simple description and narration of present, past, or future events, although limited vocabulary range and insufficient control of grammar lead to much hesitation and inaccuracy. Extended discourse is largely a series of short, discrete utterances; cannot sustain coherent structures in longer utterances by the use of conjunctions or relative clauses. Some control of the *passé composé* and basic reflexive verbs. May be able to use some direct and indirect object pronouns, although syntax may still be faulty. Is able to use the partitive (affirmative and negative), demonstrative adjectives, most expressions of quantity, most adverbs, and some idiomatic expressions with *avoir* and *faire*. Comprehensible to native speakers used to dealing with foreigners, but still has to repeat utterances frequently to be understood by the general public.

Advanced

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social and general conversations. Can narrate, describe, and explain in past, present, and future time. Can communicate facts—what, who, when, where, how much—and can explain points of view in an uncomplicated fashion, but cannot conjecture or coherently support an opinion. Can talk in a general way about topics of current public interest (e.g., current events, student rules and regulations), as well as personal interest (work, leisure time activities) and can give autobiographical information. Can make factual comparisons, such as college life vs. high school life. Can handle limited work requirements, needing help in handling any complications or difficulties. Can make a point forcefully and communicate needs and thoughts in a situation with a complication (e.g., calling a mechanic for help with a stalled car, explaining suspicious-looking possessions to a customs official). Has a speaking vocabulary sufficient to respond simply with some circumlocutions. Can be understood by native speakers not used to dealing with foreigners, in spite of some pronunciation difficulties. Can usually handle elementary constructions quite accurately, such as the present, *passé composé,* imperfect, future tenses of regular and irregular verbs. Has good control of the reflexive and impersonal form of verbs and of imperatives. However, use of conditional sentences is minimal and very unstable. Is able to use adjectives (including *tout,* comparative and superlative forms) correctly, and can handle object pronouns (one pronoun only), interrogative pronouns, relative pronouns, negative patterns other than *ne...pas,* most prepositions and idiomatic expressions using *depuis* with past tense and *il y a* (ago). Generally syntax is correct and word order is sustained with all pronouns, including *y* and *en*. Grasps but does not control the basic differences in usage between the *passé composé* and the imperfect (repeated or continuous vs. single action in the past, etc.) so that many mistakes are to be expected. Can link sentences together in limited discourse by using conjunctions and subordinate clauses.

Advanced Plus

Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Can narrate, describe, and explain in past, present, and future time. Can communicate facts and explain points of view in an uncomplicated fashion consistently. Shows some ability to support opinions, explain in detail, and hypothesize, although only sporadically. Can discuss topics of current interest and personal interest, and can handle routine work requirements and some complications. Can handle situations involving complications that arise in everyday life (see Advanced Level examples) but will have difficulty with unfamiliar situations (e.g., losing a contact lens in a sink drain and going to a neighbor to borrow a wrench). Normally controls general vocabulary, with

some groping still evident. Speaking performance is often uneven (strong in either grammar or vocabulary, but not both, for example). Areas of weakness in grammar can range from simple constructions such as noun-adjective, gender, and subject-verb agreement to more complex structures such as tense usage (imperfect vs. *passé composé),* and relative clauses. Only sporadic ability to use the present subjunctive, which is usually limited to impersonal expressions (*il faut que, il est important que*) and *vouloir que* constructions. Is usually able to use possessive, demonstrative, and double object pronouns correctly as well as to handle the difference between *c'est* and *il est.* Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down.

Superior

Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Can support opinions, hypothesize, and conjecture. May not be able to tailor language to fit various audiences or discuss highly abstract topics in depth. Vocabulary is broad enough that speaker rarely has to grope for a word; good use of circumlocution. Pronunciation my still be obviously foreign. Control of grammar is good. Good control of *passé composé* vs. imperfect; uses the present subjunctive appropriately most of the time. Partial control of *si* clauses, particularly in hypothetical statements. Correct use of the future tense with conjunctions such as *quand, dès que,* etc., and good control of negations, including *ne...ni...ni,* negation of the infinitive, and *ne...que.* Errors never interfere with understanding and rarely disturb the native speaker.

Provisional French Descriptions—Listening

Novice—Low

No practical understanding of spoken French. Understanding is limited to cognates, borrowed words, high frequency social conventions, and occasional isolated words, such as *oui, merci, café, magnifique, mademoiselle.* Essentially no ability to comprehend even short utterances.

Novice—Mid

Sufficient comprehension to understand some memorized words within predictable areas of need. Vocabulary for comprehension is limited to simple elementary needs, basic courtesy formulae, and very simple memorized material relating to everyday objects and situations, such as *Bonjour, Bonsoir, Comment-allez-vous? Où habitez-vous? Comment vous appelez-vous?* Utterances understood rarely exceed more than two or three words at a time, and ability to understand is characterized by long pauses for assimilation and by repeated requests on the listener's part for repetition, and/or a slower rate of speech. Confuses words that sound similar, such as *vingt/viens/vin, demain/deux mains, couture/culture.*

Novice—High

Sufficient comprehension to understand a number of memorized utterances in areas of immediate need. Comprehends slightly longer utterances in situations where the context aids understanding, such as at the table, in a restaurant/store, in a train/bus. Phrases recognized have for the most part been memorized: *Passez-moi du beurre. Avez-vous du pain? Le billet coûte 10 francs. Vous désirez?* Comprehends vocabulary common to daily needs. Comprehends simple questions/statements about family members, age, address, weather, time, daily activities and interests: *Etes-vous marié? Vous avez des enfants? Combien de frères et de soeurs avez-vous? Quel temps fait-il?* Misunderstandings arise from failure to perceive critical sounds or endings. Understands even tailored speech with difficulty but gets some main ideas. Often requires repetition and/or a slowed rate of speed for comprehension, even when listening to persons such as teachers who are used to speaking with non-natives.

Intermediate—Low

Sufficient comprehension to understand utterances about basic survival needs, minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand non-memorized material, such as simple questions and answers, statements, and face-to-face conversations in standard French. Comprehension areas include basic needs: meals, lodging, transportation, time, simple instructions (e.g., route directions such as *Allez tout droit. Tournez à gauche. Allez plus loin.*) and routine commands (e.g., from customs officials, police, such as *Passez à la douane. Ouvrez vos valises*). Understands main ideas. Misunderstandings frequently arise from lack of vocabulary or from faulty processing of syntactic information often caused by strong interference from the native language or by the imperfect and partial acquisition of the target grammar.

Intermediate—Mid

Sufficient comprehension to understand simple conversations about some survival needs and some limited social conventions. Vocabulary permits understanding of topics beyond basic survival needs (e.g., personal history and leisure time activities), such as *Où êtes-vous né? Quel est votre passe-temps favori? Qu'aimez-vous faire le week-end?* Evidence of understanding basic constructions, e.g., subject-verb agreement, evidence that some inflection is understood. Candidate's understanding of grammatical structure

allows recognition of future and past references either by verb forms (*futur proche, futur, passé composé,* and *imparfait*) or by adverbs, adjectives, or prepositions of time (*bientôt, demain, hier, l'année dernière, avant, depuis*).

Intermediate—High — Sufficient comprehension to understand short conversations about most survival needs and limited social conventions. Increasingly able to understand topics beyond immediate survival needs, such as biographical information in which both *imparfait, passé composé, futur proche,* and *futur* are used (*J'habitais en France quand j'étais jeune. J'irai en France si j'ai assez d'argent*). Able to comprehend most sentences that feature familiar vocabulary and situations (home, office, school and daily activities; simple purchases; directions). Shows spontaneity in understanding, but speed and consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands commoner tense forms and some word order patterns, including most question forms, but miscommunication still occurs with more complex patterns. Can get the gist of conversations, but cannot sustain comprehension in longer utterances or in unfamiliar situations. Understanding of descriptions and detailed information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but many are unreliably understood, especially if other material intervenes. Still has to ask for utterances to be repeated.

Advanced — Sufficient comprehension to understand conversations about routine social conventions and limited school or work requirements. Able to understand face-to-face speech in standard French spoken at a normal rate, with some repetition and rewording, by a native speaker not used to dealing with foreigners. Able to get the gist of some radio broadcasts. Understands everyday topics, common personal and family news, well-known current events, and routine matters involving school or work; descriptions and narration about current, past and future events; the essential points of a discussion or speech at an elementary level on topics in special fields of interest. For example: *Est-ce que votre spécialité nécessite une formation particulière? Comment les Européens ont-ils réagi à l'installation des engins nucléaires en Europe? La classe moyenne est-elle la plus affectée par l'inflation?*

Advanced Plus — Sufficient comprehension to understand most routine social conventions, conversations on school or work requirements, and discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but comprehension may break down under tension or pressure (including unfavorable listening conditions). May display weakness or deficiency due to inadequate vocabulary base or less-than-secure knowledge of grammar and syntax. May be deficient or uneven in completely comprehending conversations or discussions by educated native speakers due to a less-than-adequate knowledge of more complex syntactic structures (tense usage in simple and complex statements, passive voice constructions, relative clauses, word order, subject-object relationships). Still has some difficulty following radio broadcasts. Can sometimes detect emotional overtones. Increasing ability to understand between the lines (i.e., to make inferences).

Superior — Sufficient comprehension to understand the essentials of all speech in standard dialects, including technical discussions within a special field. Has sufficient understanding of face-to-face speech, delivered with normal clarity and speed in standard dialects on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, standard news items, oral reports, some oral technical reports, and public addresses on non-technical subjects. May not understand native speakers if they speak very quickly or use some slang or unfamiliar dialect. Can often detect emotional overtones. Can understand "between the lines" (i.e., make inferences).

Provisional French Descriptions—Reading

Novice—Low — No functional ability in reading French.

Novice—Mid — Sufficient understanding of written French to interpret highly contextualized words or cognates within predictable areas. Vocabulary for comprehension limited to simple elementary needs, such as names, addresses, dates, signs indicating names of streets and avenues (*rue, voie*); building names (*café, aéroport, restaurant*); short informative signs (*entrée, danger, taxi*). Material understood rarely exceeds a single phrase and comprehension requires successive rereading and checking.

Novice—High — Sufficient comprehension of written language to interpret set expressions in areas of immediate need. Can recognize all letters of printed French (but very little which is handwritten), and is familiar with French

punctuation and diacritical marks (é, è, ô, ä, ç). Where vocabulary has been mastered, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus (*poulet, bifteck, salade, thé*), schedules, timetables, maps, signs indicating hours of operation, social codes (*Défense de Fumer*), and street signs (*Arrêt Fixe*). Vocabulary and grammar limited to the most common nouns, adjectives, question words, and a few verb forms. Material is read for essential information. Detail is overlooked or misunderstood.

Intermediate—Low

Sufficient comprehension to understand in printed form the simplest connected material, either authentic or specially prepared, dealing with basic survival and social needs. Able to understand both mastered material and recombinations of the mastered elements kept to the same level. Understands main ideas in material when structure and syntax parallel the native language. Can read simple messages, greetings and social amenities in dialogues and specially prepared texts and very carefully handwritten personal notes intended for a non-native reader. Can understand simple language which contains high frequency grammatical patterns in direct discourse such as NP + VP of most regular verbs in the present tense and of common irregular verbs (*avoir, être, savoir, faire, vouloir, pouvoir, comprendre*) also in the present. Has some familiarity with common idioms such as *faire* plus an adjective for the weather, *avoir* plus age, *aller* plus adjective (for personal well-being) and *à* plus hour for time of occurrence. While the *passé composé* of the most common regular verbs might be understood, great dependence will be placed on adverbs of time for determination of tense (*demain, hier, plus tard, avant, après, à* x *heures,* etc.) and past meaning might be missed. Misunderstandings may arise when syntax is unlike that of the native language (as in inverted interrogatives especially with the *passé composé*) or when grammatical cues (of tense, number or gender) are overlooked.

Intermediate—Mid

Sufficient comprehension to understand in printed form simple discourse for informative or social purposes. In response to perceived needs, can read public announcements to determine who, what, when, where, why, and how much information about such subjects as sporting events, concerts, parades, and celebrations. Can also identify products, prices, and some conditions of sale in popular, illustrated advertising for everyday items, such as food, clothing, work or school supplies, and travel. Can comprehend a note or letter in which a writer used to dealing with non-native readers describes self and family, ages, occupations, residence, personality traits, and common preferences when high frequency or cognates and simple structures are used. Understands the general content of headlines in newspapers, such as *France-Soir,* or article titles in popular magazines, such as *Paris-Match* and *Elle,* if the content is familiar or of high interest. Understands facts and follows events in simple narration, authentic or specially prepared or edited when discourse consists of basic NP + VP + NP constructions. Can interpret negation, interrogation in various forms. Is fairly consistent in interpreting present, *futur proche (aller* + infinitive) and most *passé composé* verbs, when other time indicators (adverbial expressions) are present, but is less consistent when lexical clues are lacking. Recognizes these tenses with most regular verbs within vocabulary range and with eight to 10 most common irregulars. Understands basic noun modifiers including determiners (e.g., definite and indefinite articles, partitives, possessives, demonstratives, interrogatives) and descriptive adjectives both preceding and following, with relative ease. Has some difficulty with cohesive factors such as matching object pronouns with referents and connecting ideas expressed by relative pronouns. Uses guessing strategies to interpret vocabulary consisting of regular cognate patterns, and highly contextualized items. May have to read several times before understanding.

Intermediate—High

Sufficient comprehension to understand a simple paragraph for personal communication, information or recreational purposes. Can read with understanding invitations, social notes, personal letters and some simple business letters on familiar topics. Can identify the main ideas in two to three short paragraphs in simple articles in popular magazines (e.g., *Paris-Match, Elle, Marie-Claire*) familiar news publications (*France-Soir*) or other informational sources (e.g., publicity brochures, travel literature, and similar writing on non-technical subjects. Appreciates descriptive material on daily life and routines, biographical information. Can read for pleasure some uncomplicated authentic prose or edited prose and original poetry (e.g., Jacques Prévert) and specially prepared or edited original texts. This might include fictional narrative, description or cultural information presented in the direct discourse. Guesses at meaning from context but frequently relies on a dictionary. Can follow connected discourse with simple cohesive elements (*puis, ensuite, qui, que* and some object pronouns). Can accurately interpret detail provided by most expressions of quantity (*peu de, beaucoup de, pas de*) and most adjectives and adverbs. Can regularly and correctly interpret the use of the past, usually with the *passé composé* and occasionally with the imperfect. Common reflexive verbs are understood but most idiomatic pronominal verbs are misunderstood. Common idioms with *avoir* and *faire* are understood. Misinterpretation still occurs with more complex patterns.

Advanced	Sufficient comprehension to read simple authentic printed material or edited textual material within a familiar context. Can read uncomplicated, authentic prose on familiar subjects (sports, travel, movies, theater, food, music, current events), news items in newspapers and popular magazines, biographical information in personal letters on family topics. Reads within the limits of identifiable vocabulary some unedited texts, such as prose fiction, from carefully chosen authors, usually contemporary. Such selections might appear in Sunday newspaper supplements, other daily papers, or special anthologies on modern culture. Can usually appreciate distinctions between the *passé composé* and the *imparfait* and the future of regular and irregular verbs. Can correctly interpret compound subjects with some understanding of complex (embedded) sentences which use one object pronoun, prepositional phrases and relative pronouns. Can understand the most salient facts and supporting information but subtle nuances and inferences will remain undetected.
Advanced Plus	Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on concrete topics related to special interests. Able to read for information and description, to follow sequence of events, and to react to information read. Can separate main ideas from lesser ones and use that division to advance understanding. In major newspapers and magazines, can read international items and social and cultural news. Understanding of specialized items depends upon individual interests and background, at this level can read material in own areas of interest. Within literary fields of interest, can read non-esoteric prose, including critical articles and books. Can read signs, posters, advertisements, and public announcements. Can follow simple printed directions for cooking and other projects within areas of expertise. Guesses logically at new words by using linguistic and non-linguistic contexts and prior knowledge. Is able to comprehend most high-frequency idiomatic expressions, but will still have difficulty with figurative meanings. Can correctly interpret temporal differences as indicated by forms which differ from the native language (e.g., *depuis* and *il y a* with the present) and by the use of the *passé composé* and the *imparfait* of regular and most irregular verbs (including reflexives) as well as distinctions between the future and the *futur proche*. Will draw correct conclusions from simple *si* clauses (*si* + present + future). Although the subjunctive (with impersonals such as *il faut, il est nécessaire,* and with certain verbs of emotion, *vouloir, aimer*) is understood, as are adjectives whose meaning changes with position (*ancien professeur, professeur ancien, la semaine dernière, la dernière semaine*) the reader will still have difficulty detecting attitudes, values, and judgments. Will be sensitive to distinctions made by the use of the comparative and superlative forms and exclusions made with most negatives. Will have personal responses to written material of a literal nature (either factual information in news items or descriptive narrative in prose) but will still have difficulty with figurative meanings.
Superior	Able to read standard newspaper items addressed to the general reader, routine correspondence reports and technical material in a field of interest at a normal rate of speed (at least 220 WPM). Can gain new knowledge from material in a variety of publications on a wide range of unfamiliar topics related to fields of interest. Can interpret hypotheses, supported opinions, and documented facts, as well as figurative devices, stylistic differences, and humor. Can read most literary genres in the original: novels, essays, poetry, short stories, and most literature written for the general public. Reading ability is not subject dependent. Broad general vocabulary, knowledge of most structures, and development of strategies for logical guessing allow for successful interpretation of unfamiliar words, idioms, or structures. Verb tenses and moods have been largely mastered. Can interpret the *passé simple* as well as hypotheticals involving *si* clauses (*imparfait-conditionnel, plus-que parfait* and *conditionnel passé*) as well as the subjunctive, several passive constructions (with *être, on,* and pronominal verbs). Able to achieve overall comprehension of material, even though there may be some gaps in detail. Is generally able to comprehend facts, although misinterpretation may still occur. Can draw inferences, but may be unable to appreciate nuances or stylistics.

Provisional French Descriptions—Writing

Novice—Low	No functional ability in writing French.
Novice—Mid	No practical communicative writing skills. Able to copy isolated words and short phrases. Able to transcribe previously studied words or phrases. Able to write name, address, dates and other numbers, as well as common expressions such as those used in greetings and leave-takings.
Novice—High	Able to write simple fixed expressions and limited memorized material. Can supply information when requested on forms such as hotel reservations and travel documents. Can write names, write out numbers from 1-20, dates (days of the week, months of the year), one's own nationality as well as other common adjectives of nationality, addresses, and other simple biographic information. Can write limited learned vocabulary for common objects, short phrases, and simple lists. Can write such expressions as *Bonjour,*

Je m'appelle plus name, *Comment vas-tu? Comment allez-vous?* and other fixed social formulae. Can name some common objects; knows some common adjectives and adverbs; can use the present tense of some common *-er* verbs as well as forms of the present tense of *avoir, être,* and *aller;* can write simple negative sentences using *ne...pas* and interrogative sentences with words such as *est-ce que, où, comment, pourquoi, quand,* etc. Writes in sentences or short phrases using very basic subject-verb-object word order. Can ask and answer very simple yes-no or information questions using limited memorized or very familiar sentence patterns, with frequent misspellings and inaccuracies. Often forgets accents or uses them inappropriately. Sometimes uses infinitives for conjugated verbs. Has a concept of gender, and can produce definite and indefinite articles, though often inappropriately. Often forgets to make adjectives agree with nouns. May misplace adjectives and adverbs in sentences. Generally cannot create own sentences in the language, but uses memorized material or transformations of familiar patterns.

Intermediate—Low

Has sufficient control of the writing system to meet limited practical needs. Can write short messages, such as simple questions or notes, postcards, phone messages and the like. Can take simple notes on material dealing with very familiar topics within the scope of limited language experience. Can create statements or questions in the present tense or compound future using negative and interrogative constructions, within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences. Can express present and future time, the latter by using the present tense plus infinitive construction or the present tense and adverbs of time such as *demain, ce soir, la semaine prochaine, l'année prochaine.* For example: *J'ai un examen demain; Je vais à Paris la semaine prochaine.* Generally cannot express past time using past tenses, but may incorrectly use the present tense and an adverb of time such as *hier, hier soir, ce matin,* to convey past meaning. Uses sporadically forms such as possessive adjectives, demonstrative and interrogative adjectives, and partitive articles, but not always correctly. Vocabulary is limited to common objects and cognates, and is inadequate to express anything but elementary needs. Can express numbers from 1-100 with some misspellings. Often inserts native-language vocabulary for unknown words, and is generally not capable of circumlocution to get meaning across. Writing tends to be a loose collection of sentences or sentence fragments on very familiar topics (likes and dislikes, general routine, everyday events or situations). Makes continual errors in spelling, grammar, and punctuation, but writing can be read and understood by a native reader used to dealing with foreigners. Able to produce appropriately some fundamental sociolinguistic distinctions in formal and familiar style, such as appropriate subject pronouns, titles of address and basic social formulae.

Intermediate—Mid

Sufficient control of writing system to meet some survival needs and some limited social demands. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experience. Can discuss likes and dislikes, daily routines, give dates and times, discuss everyday events, describe immediate surroundings (home, work, school), narrate simple events, and the like. Can use correctly the present tense of most regular verbs and some common irregular verbs, such as *aller, avoir, être, faire, vouloir, pouvoir, savoir, comprendre,* etc., with occasional production errors. Can use *aller* plus infinitive to express future time. Has sporadic control of high frequency verbs in the *passé composé,* but may not attend to correct auxiliary verb or past participle agreement. Often uses *passé composé* for *imparfait* inappropriately. Can use definite, indefinite, and partitive articles, but often uses them inappropriately. Frequent errors in gender, and occasional errors in adjective agreement or placement may occur. Shows some ability to use some determiners other than articles, such as possessive adjectives or interrogative adjectives, but may make errors in appropriate choice of form. Does not tend to use object pronouns, relative constructions, or other cohesive elements of discourse, rendering the written style somewhat stilted and simplistic. Generally good control of basic constructions and inflections, such as subject-verb agreement, noun-adjective agreement, and straightforward syntactic constructions in present and future time. May make frequent errors when venturing beyond current level of linguistic competence (such as when expressing opinions or emotions, where non-memorized conditionals, subjunctives, and other advanced concepts of grammar may come into play). When resorting to a dictionary, often is unable to identify appropriate vocabulary, or uses dictionary entry in uninflected form.

Intermediate—High

Sufficient control of writing system to meet most survival needs and limited social demands. Can take notes in some detail on familiar topics (autobiographical information, preferences, daily routine, simple descriptions and narration of everyday events and situations) and respond to personal questions on such topics using elementary vocabulary and common structures. Can write simple letters, brief synopses and paraphrases, summaries of biographical data and work experience, and short compositions on familiar topics. Can create sentences and short paragraphs relating to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurately present and future time, using the *futur proche* and the present tense of most common regular and ir-

regular verbs, including reflexive verbs. Uses some common *avoir* and *faire* expressions. Can use the *passé composé* with both *avoir* and *être* auxiliaries, but does not always use it correctly or appropriately. Shows good control of elementary vocabulary and some control of basic syntactic patterns (some object pronouns, partitive and other determiners, use of *de* after negative and quantity expressions, use of negative in past tenses and *futur proche* with correct placement, etc.). Major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although can use a dictionary to advantage to express simple ideas. Generally does not use basic cohesive elements of discourse to advantage (relative constructions, object pronouns, especially *y* and *en*, connectors, and the like). Writing, though faulty, is comprehensible to native speakers used to reading French written by non-natives. Is able to express a few thoughts for which vocabulary is unknown via circumlocution, but may insert native-language equivalents for unknown words or use native-language syntactic patterns when expressing ideas beyond current level of linguistic competence.

Advanced

Able to write routine social correspondence and simple discourse of at least several paragraphs on familiar topics. Can write simple social correspondence, take notes, and write cohesive summaries, resumés, and short narratives and descriptions on factual topics. Able to write about everyday topics by using adjectives, both regular and irregular patterns (e.g., masculines ending in *-eux, -if, -al*) with mostly correct agreements and word order. Able to modify both verbs and adjectives with adverbs although word order not always correct, especially with *passé composé*. Able to narrate events using present, *passé composé*, imperfect and future forms, although the contrast between uses of the two past tenses may not be consistently accurate. Occasional use of some conditional forms to express preference and ability (i.e., *je voudrais, je pourrais...*). Has sufficient writing vocabulary to express oneself simply with some circumlocutions. Can write about a very limited number of current events or daily situations and express personal preferences and observations in some detail using basic structures. Is able to recycle new but meaningful phrases whether lexical or structural, i.e., lifts phrases appropriately, writing appears more sophisticated. When writing own thoughts, is more likely to paraphrase according to native language at times. Continues to make spelling errors where sound-symbol correspondence is radically different from English (*-ail, -eille*), where there are multiple ways of spelling a single sound (*é, ai, et...*) and with silent letters. Shows control of most elision (*l', c', m', t', qu'*) but may overgeneralize (*qui* to *qu'*) and heeds most punctuation conventions. Good control of morphology in verb tenses: correct endings for regular and irregular verbs in tenses mentioned above. Also uses correct endings for adjective agreement, and able to add *-ment* to derive adverbs from adjectives. Controls frequently used structures such as negatives, interrogatives, prepositions of location; determiners are handled accurately for form (although lapses in gender assignment occur) but there is incorrect choice as to definite, indefinite, or partitive for accurate meaning. Preposition use after verbs or adjectives is often inaccurate. Writing is understandable by a native speaker not used to reading French written by non-natives. Writer uses a limited number of cohesive devices such as a single object pronoun (direct or indirect) or *y* or *en* but does so when the repetition of the noun would be in close proximity to the original naming. Some use of *qui, que* to combine sentences and some common conjunctions are used (*parce que, quand, où*, etc.). Able to join sentences in limited discourse, but has difficulty and makes frequent errors producing complex sentences requiring tense accords (e.g., *quand* plus future, conjunctions requiring a subjunctive, *si* clauses with other than a present in the result). Paragraphs are reasonably unified and coherent.

Advanced Plus

Shows ability to write about most common topics with precision and in some detail. Can write fairly detailed resumés and summaries and take accurate notes. Can handle most informal and business correspondence. Can describe and narrate personal experiences and explain simply point of view in prose discourse by using introductory phrases [e.g., *A mon avis..., je (ne) pense (pas)...je (ne) crois (pas)...je (ne) suis (pas) sûr...*]. Can write about concrete topics relating to particular interests and special fields of competence. Normally controls general vocabulary with circumlocution or modification where necessary, e.g., may use negation plus lexical item for an unknown antonym, or modify words with *très, beaucoup de*, etc., if a more specific term is unknown, or resort to a category label for unknown components. Often shows remarkable fluency or ease of expression, but under time constraints (e.g., no opportunity to rewrite), and pressure (e.g., testing), language may be inaccurate and/or incomprehensible, especially if important lexical items are missing or if inaccurate tense usage interferes with meaning. Generally strong in either grammar or vocabulary, but not in both. Weaknesses and unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness may involve detail in the use of simple constructions: irregular plurals of nouns, adjectives; determiners (usage rather than form); prepositions (after verbs or adjectives); negatives (omitting one part; with *passé composé;* with multiple negators). Weaknesses are also observed in more complex structures: tense usage and sequence (*passé composé* vs. *imparfait;* sequence in *si* clauses; future after *quand, dès que*, etc.); passive constructions (rarely uses *on* or reflexive but tends to parallel English with consequent misuse of *être*); word order (especially with *passé composé* plus negation, inversion, adverbs,

double object pronouns, or adjectives where meaning affected by position); and relative pronouns (rarely attempts other than *qui/que*). Uses a range of tenses as time indicators including conditional, actual future (in addition to *futur proche*), and possibly *venir de* plus infinitive for immediate past. Some misuse of vocabulary still evident, especially when using a dictionary for words with multiple meanings or where related words carry various functions (*travailler/le travail, université/universitaire*), but does use a dictionary to advantage where a fairly direct bilingual translation and no interlingual ambiguity exists. Shows ability to use circumlocution. Writing is understandable to native speakers not used to reading material written by non-natives, though the style is still obviously foreign.

Superior

Able to use written French effectively in most formal and informal exchanges on practical, social, and professional topics. Can write most types of correspondence, such as memos, social and business letters (with appropriate formulaic introductions and closings), short research papers, and statements of position. Can express hypotheses and conjectures, and present arguments or points of view accurately and effectively. Can write about areas of special interest and handle topics in special fields. Has good control of a full range of structures so that time, description and narration can be used to expand upon ideas. Errors in basic structures are sporadic and not indicative of communicative control. In addition to simple tenses, can use compound tenses to show time relationships among events and to express ideas clearly and coherently, but errors are sometimes made when using complex structures, such as indefinite, relative, or demonstrative pronouns when a range of tenses is necessary within a relatively short discourse. Has lexical control of subordinate conjunctions. Usually employs compulsory subjunctives in the present tense and there is some evidence of the *passé composé* of the subjunctive mood. Generally does not use subjunctive in optional cases to suggest attitude of writer (e.g., after *Croyez-vous que...*?). Has a wide enough vocabulary to convey the message accurately, though style may be foreign. Uses dictionary with a high degree of accuracy to supplement specialized vocabulary or to improve content or style. Although sensitive to differences in formal and informal style, still may not tailor writing precisely or accurately to a variety of audiences (except for personal vs. business correspondence) or styles.

Provisional French Descriptions—Culture

Novice

Limited interaction. Behaves with considerateness. Is resourceful in nonverbal communication, but does not reliably interpret gestures or culturally-specific nonverbal behavior, such as physical contacts with greetings, proximity of speaker. Is limited in language (see listening/speaking guidelines), but may be able to manage short phrases of courtesy (*merci, enchanté, s'il vous plaît, pas de quoi, pardon, excusez-moi*) and basic titles of respect (*Monsieur, Madame, Mademoiselle*). Lacks generally the knowledge of culture patterns requisite for survival situations.

Intermediate

Survival competence. Can deal with familiar survival situations and interact with a culture bearer unaccustomed to foreigners. Is able to use conventional phrases when being introduced, such as *enchanté,* as well as proper greetings at different times of day, such as *Bonjour, monsieur; Bonsoir, madame; Salut* (limited to informal occasions with close friends), and leave-takings, *au revoir, à demain.* Shows comprehension of formal and informal terms of address (*vous* vs. *tu*). Can provide background information in a format appropriate to the culture, such as street designation before name (*Rue de la Paix*), and telephone number groupings in pairs in French provinces, i.e., 32-49-63. Is able to express wants in a culturally acceptable fashion in simple situations: *Je voudrais une chambre avec salle de bains; Un coca s'il vous plaît; Je voudrais envoyer cette lêttre aux Etats-Unis. C'est combien?* Understands need to go to specialty shops to buy foods, such as : *la boucherie, la charcuterie, la boulangerie, la poissonnerie, l'épicerie.* Can identify very common products, prices in local currency, and ask questions on conditions of promotion or sale, such as *Combien coûte cette écharpe?* Is aware of the use of the metric system and knows simple phrases, such as *Je voudrais un kilo de pommes.* Is aware of different meal schedules as well as the content of each: *petit déjeuner, dîner* (may be unable to describe the nature of differences between *déjeuner* and *dîner* due to regional or socioeconomic differences). Knows that public transportation has a different structure or organization, i.e.: *métro,* classes in subway train systems, conductor vs. driver. Is generally aware that tips are expected in restaurants but are sometimes included in the price (*service compris* vs. *service non-compris 15%*). Also generally aware that tips are expected in hotels, theatres, and other service situations. Yet may make errors as the result of misunderstanding or misapplying assumptions about the culture, such as not tipping a movie theatre usher or arriving too early for dinner.

Advanced

Limited social competence. Handles social situations successfully with a culture bearer accustomed to foreigners. Though home culture predomintes, speaker shows comprehension of general etiquette, such as avoiding taboos and never asking sensitive questions about age, salary, family affairs. Also shows com-

prehension of guest etiquette, such as complimenting hosts on food and wine, keeping both hands on the table when dining, holding the knife in the right hand, understanding that the kitchen is "off-limits" unless invited, not leaving immediately after dinner, and offering food or cigarettes to others before taking them oneself. Is aware of gifts as an expression of friendship, personal esteem, or gratitude. Knows how to accept gifts graciously. Knows how to apologize using such phrases as: *Je regrette, Excusez-moi, Pardon, Je suis désolé d'être en retard.* Can make introductions in formal and informal situations. Knows how to answer and call on the telephone: *Allô, Qui est à l'appareil? Ne quittez pas.* Knows how to ask for a third party: *Ici...Je voudrais parler avec...*, or leave a message: *Pourriez-vous lui dire que...lui a téléphoné?* Occasionally uses polite conditional to make requests (*Pourriez-vous m'indiquer...? Je voudrais un aller et retour*). Knows conversational phrases for accepting invitations (*avec plaisir*) or refusing (*Veuillez m'excuser mais...; Merci pour l'invitation, mais...*). Is able to do routine banking using vocabulary, such as *carnet de chèques, chèques de voyage, compte en banque, compte d'épargne, taux de change;* e.g., *Je voudrais déposer/toucher un chèque de...* Knows how to handle routine business at the post office (*Donnez-moi dix timbres, par avion s'il vous plaît. Je voudrais envoyer cette lettre 'recommandée.' Je voudrais acheter un mandat postal de 1.000 francs.*). Able to make more specific purchases in small or large stores and/or ask for specific help, such as *Je cherche une chemise de taille 38.* Still makes errors in the use of *vous* and *tu*. Is not competent to take part in a formal meeting or in a group where several persons are speaking informally at the same time.

Superior

Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar situations with ease and sensitivity, including some involving common taboos, or some that are otherwise emotionally charged. Comprehends most nonverbal responses. Laughs at some culture-related humor, such as imitation of substandard speech, plays on words, etc. In productive skills, neither culture dominates; nevertheless, makes appropriate use of cultural references and expressions, such as colloquial phrases (e.g., *Mon dieu! Sympa, zut! J'en ai marre, vachement*). Understands more colloquial and idiomatic expressions than is able to use (e.g., *avoir un mal au coeur, dormir debout, boire comme un trou, avoir une faim de loup, ras-le-bol*). Generally distinguishes between a formal and an informal register (correct use of *vous* and *tu*) and proper use of titles of respect. Discusses abstract ideas relating the foreign and native cultures and is aware cognitively of areas of difference, i.e., the importance of family ties, typical French characteristics (*art de vivre*), and some understanding of the role that French history and literature play in the everyday life and attitudes of the people. Realizes the influence of the church, religion, or lack thereof, and the anticleric attitude of many. Is aware of various social classes—*ouvrier, petit bourgeois, grand bourgeois*—and the difficulty in "changing" social classes. Can discuss current events as well as fields of personal interest and support opinions. Is generally limited, however, in handling abstractions. Would know that the French *esprit de contradiction* is a means of animating discussion and that French persons might criticize their own country, but would not accept criticism of France from foreigners. Minor inaccuracies occur in perception of meaning and in the expression of the intended representation, but do not result in serious misunderstanding, even by a culture bearer unaccustomed to foreigners.

Near-Native Competence

Fits behavior to audience, and French culture dominates almost entirely when using the language. Full social and professional competence. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing; no longer assumes that own culture is "the way it is." Can counsel, persuade, negotiate, represent a point of view, describe and compare features of the native and target cultures. In such comparisons, can discuss geography, history, institutions, customs and behavior patterns, and current events and national policies. Perceives almost all unverbalized responses (gestures, emotional reactions) and recognizes almost all allusions, including historical (*"L'état, c'est moi."*) and literary commonplaces (*"Ce siècle avait deux ans."; "Rodrique, as-tu du coeur?"; "Il faut cultiver notre jardin."*). Laughs at most culture-related humor (*l'esprit gaulois*), such as imitation of regional or ethnic speech patterns (*l'accent méridional*) and allusions to political or comic strip figures (e.g., *Les Frustrés de Bretécher* or *Astérix*). Uses low frequency idiomatic expressions (*J'en ai ma claque; C'est pas demain la veille*); sayings (*Couper les cheveux en quatre*), or proverbs (*Vouloir, c'est pouvoir*). Controls formal and informal register. Has lived in the culture for a long time or has studied it extensively. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography, and past events of significance.

Native Competence

Native competence. Examinee is indistinguishable from a person brought up and educated in the culture.

The six functions listed in Level I are sequential. They proceed from memorization of utterances to more sophisticated levels of discourse in which the student is expected to apply grammatical generalizations to express meaning spontaneously. The grammatical, vocabulary, and cultural topics in Level I are also listed in a sequence. However, the actual order of presentation will depend upon the textbook and materials used in the course. Many of the verbs, vocabulary items, and idioms will be introduced early in memorized sequences without being fully internalized in terms of grammatical mastery. For example, in Level I, Function 1, after the first few weeks of instruction students can be expected to respond to questions such as the following:

Q. **Hast du gut geschlafen?** A. **Ja, ich habe gut geschlafen.**

Q. **Wie geht es dir?** A. **Es geht mir gut.**

Students can be expected to engage in such speech acts even though the full formal introduction of the present-perfect tense and the dative case will not occur until Level II.

As teachers proceed through Levels II, III, and IV, they should constantly re-enter the material from earlier levels through reviews, warm-ups, and drill exercises, so that students can thoroughly internalize the material. Through this process, students gradually make the vocabulary and grammar a natural part of their language functioning.

Level I Basic Curriculum Content
Basic Survival in the Classroom
(150 Contact Hours)

Overview—Level I	Verbs & Word Order
Students will*	• Present tense of common verbs
1. Understand and produce memorized utterances and sequences in oral and written form.	• Present-tense forms of selected irregular verbs
2. Develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.	• Future time expressed by present tense and adverb
3. React, in a limited way, in a social situation without complications.	• Selected present-perfect constructions to express past actions
4. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.	• Kennen/wissen
5. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.	• Word order for statements, questions, and commands.
6. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.	• Past time expressed by present tense + schon
	• Gern with verbs
	• Present tense of modals with infinitive
	• React to imperatives in the classroom
****Note: These items are re-entered and used communicatively in the following Level I functions.*	

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	• Nouns with definite and indefinite articles in the nominative and accusative • Personal pronouns in the nominative • Possessive adjectives in the nominative (**mein, dein, sein, unser, euer, ihr**) • Appropriate adverbs • Conjunctions (**und, oder, aber, denn**) • Isolated dative constructions • Adjectives following the verb **sein** • Pronouns in the accusative • Accusative prepositions • Interrogatives (**wer, was, wo/wohin, wann, wieviel**, etc.) • Negation with **nicht, kein**	• Alphabet (oral mastery) • Numbers 1-1000 • Days of week, months, seasons • Weather, thermometer • Health • Emotions (feelings) • Personal activities • Classroom expressions • Rejoinders and interjections • Names (typical male and female) • Age • Family • House (name of rooms, phrases, **zu Hause, nach Hause**) • Body parts • Greetings and leave-takings • Courtesy expressions • Time (as an extension of counting) • Sports • Likes and dislikes • Question words • Metric system • Colors • Meals • Food • Clothing • Dates including abbreviations and ordinal numbers	• Songs (folk songs and current hits) • Rhymes and sayings • Proverbs • Polite and familiar address • Names and titles • 24-hour clock • Handshake • Greetings • Phone numbers • German-speaking countries • Holidays (Christmas and Easter) • German foods • Hiking and walking • Currency • Basic geographical terms about German-speaking countries • Capitalizing nouns • Letter writing including capitalization of **Du, Dein, Ihr, Euer** • Sports

Functions Applying Memorized Material from Level I Overview

Function	Verbs & Word Order
1. Students will understand and produce memorized utterances and sequences in oral and written form.	
a. Respond to basic questions used in class, dealing with health, weather, time, etc., in the affirmative or negative **Bist du krank?** **Nein, ich bin nicht krank.** **Ja, ich bin krank.** **Wohin gehst du?** **Ich gehe ins Kino?** **Wo bist du?** **Ich bin in der Schule.** b. Repeat such basic questions and ask them of other students c. Recite sequences, such as the alphabet, days of the week, months, seasons, and numbers d. Respond to visual cues dealing with colors, time, members of the family, rooms of house, and body parts e. Recite cultural songs, games,and rhymes	- Present tense forms including agreement of subject and verb - Present tense form of **haben, sein, werden, möchten** (treated as a regular verb) - Future time expressed by present tense + adverb **Ich gehe morgen zur Schule.**
2. Students will develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.	
a. Seek information **Welche Übung machen wir?** **Wann ist der Test?** b. Express confusion or lack of understanding **Ich verstehe das nicht.** **Erklären Sie das, bitte!** c. Follow directions **Gehen wir zum Sprachlabor!** **Öffnet das Buch auf Seite 8!** **Wiederholt, alle zusammen!** **d. Make excuses and ask permission** **Es tut mir leid; meine Arbeit ist nicht fertig.** **Darf ich meinen Bleistift spitzen?**	- Selected present-perfect constructions to express past actions **Hast du gut gemacht?** **Ja, ich habe gut gemacht?** - Present tense form of **haben, sein, werden, möchten** (treated as a regular verb) - Future time expressed by present tense + adverb **Ich gehe morgen zur Schule.** **Wir gehen bald nach Hause.** - React to imperatives in the classroom **Gehe an die Tafel.** **Ich gehe an die Tafel.**

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	- Nouns with definite and indefinite articles in the nominative and accusative (concept of grammatical gender and number and noun compounds) - Personal pronouns in the nominative - Possessive adjectives in the nominative (**mein, dein, sein, unser, euer, ihr**) - Appropriate adverbs (**hier, da, heute, morgen, gestern**, etc.) - Conjunctions **und, oder, aber, denn** - Isolated dative constructions **Wie geht es euch?** **Wie schmeckt es euch?** **Mir ist kalt, warm, heiss.**	- Alphabet (oral mastery) - Numbers 1-1000 - Days of week, months, seasons - Weather, thermometer - Health - Emotions (feelings) - Personal activities **Ich stehe auf.** **Ich wasche mich.**	- Songs (folk songs and current hits) - Rhymes and sayings - Proverbs
	- Conjunctions **und, oder, aber, denn** - Nouns with definite and indefinite articles in the nominative and accusative (concept of grammatical gender and number and noun compounds) - Appropriate adverbs (**hier, da, heute, morgen, gestern**, etc.) - Possessive adjectives in the nominative and accusative (**mein, dein, sein, unser, euer, ihr**) - Pronouns in the nominative	- Classroom expressions - Teacher **Gehe an die Tafel.** **Passt auf.** - Student **Darf ich zur Toilette gehen?** - School courses - Classroom objects - Rejoinders and interjections **Ausgezeichnet!** **Prima!** **Wie Schade!**	- German grading system in the schools - Classroom procedures - Forms of address - Register levels

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
3. Students will react, in a limited way, in a social situation without complications. a. Use appropriate greetings and leave-takings b. Use typical German names and titles appropriately c. Give personal information in one- or two-sentence sequences	– **Kennen/wissen** – Word order for statements, questions, commands including wir imperative **Gehen wir nach Hause!**
4. Students will understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences. **Gehst du mit Paul oder allein?** **Kommst du morgens mit dem Bus?** **Warst du gestern krank?** **Was gibts neues?** **Nichts Besonderes.** **Hast du gut geschlafen?** **Ja, ich habe gut geschlafen.** **Bist du früh aufgestanden?** **Nein, ich bin nicht früh aufgestanden?** **Was hast du heute gegessen?** **Ich habe Toast gegessen.**	– Selected present-perfect constructions to express past actions **Was haben Sie für heute geplant?** – Past time expressed by present tense + **schon** **Ich gehe schon 10 Jahre zur Schule.** – **Gern** with words **Spielst du gern Tennis?** – Present tense of modals with selected verbs – Present tense of modals without infinitive **I muß nach Hause.** **Ich will nach Hause.** – **Kennen/wissen** – Word order for statements, questions, commands, including wir imperative **Gehen wir nach Hause!**

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	- Adjectives following the verb sein **Der Apfel ist rot.** **Die Bücher sind schwer.**	- Names (typical male and female) - Age - Family - House (name of rooms, phrases, zu **Hause, nach Hause**) - Body parts - Greetings and leave-takings - Courtesy expressions **Wie bitte?** **Verzeihung.** **Bitte. Danke.** **Ich hätte gern ....** **Würden sie mir bitte geben ....** - Time (as an extension of counting)	- Polite and familiar address - Names and titles (**Frau** = Ms. or Mrs.) - 24-hour clock - Handshake - Greetings - Phone numbers
	- Pronouns in the accusative - Accusative prepositions	- Time (as an extension of counting) - Sports	- German money (coins and currency) - Sports in German-speaking countries

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
5. Students will show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual. a. Respond realistically to basic questions used in class **Hast du dein Buch vergessen?** **Nein, ich habe es verloren.** **Ist deine Hand verletzt?** **Ja, mein Hund hat mich gebissen.** b. Manipulate memorized material to fit the situation **Ich spiele gern Tennis aber nicht gern Golf.** **Im Sommer will ich nach Österreich.** c. Give a one-sentence description of items, using adjectives of color and size **Mein Hund ist braun und sehr gross.** **Das Buch ist rot.** d. Give one-word or one-sentence answers to factual questions based on cultural information **Wo liegt der Schwarzwald?** **Wo kann man Kaffee und Kuchen essen?** e. Express likes and dislikes in single sentences **Ich esse gern Sauerkraut.** **Ich hasse Katzen.** f. Express agreement and disagreement with others' likes and dislikes **Ich spiele auch gern Gitarre.** **Ich mag nicht dieselbe Farbe tragen wie Paula.**	- **Gern** with verbs **Spielst du gern Tennis?** – Present tense of modals with selected verbs – Present tense of modals without infinitive **Ich muß nach Hause.** **Ich will nach Berlin.** – Past time expressed by present tense + **schon** **Ich gehe schon 10 Jahre zur Schule.**
6. Students will write or give orally a limited description of two-four single sentence utterances about the known and concrete environment, given a topic or visual aid.	– Telephone expressions **Ich nehme den Hörer ab.** **Er legt den Hörer auf.**

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	- Interrogatives (**wer, was, wo/wohin, wann, wieviel,** etc.) **Was gibt's zum Abendessen?** **Wieviel Kostet das Hemd?** **Wem gehört der Hut?** - Negation with **nicht, kein** **Er trägt keinen Schlips.**	- Likes and dislikes - Question words including **Was für ein?** - Metric system in response to questions such as **Wie weit? Wie lang? Wie groß?** - Colors - Meals - Food - Clothing - Dates including abbreviations plus ordinal numbers	- German-speaking countries **BDR, DDR, Republik Österreich, die Schweiz** - Holidays (Christmas and Easter) - German foods - Hiking and walking - Currency - Basic geographical terms about German-speaking countries (capitals **Hauptstädte, Landeshauptstädte**) - Capitalizing nouns
	- Comparative and superlative (**gut, besser, am besten, alt, älter, am ältesten**)	- Telephone greetings and farewells - Telephone vocabulary	- Letter writing including capitalization of **Du, Dein, Ihr, Euer**
	By the end of Level I, students' proficiency range will be *novice low* to *novice high*. Students will perform in a manner that is comprehensible to a native speaker who is patient and used to dealing with non-native speakers. Phonological and grammatical errors are frequent. They are expected and even accepted as long as they do not interrupt the comprehensibility of the interchange.		

Level II Basic Curriculum Content
Basic Survival in the Target Culture
(300 Contact Hours)

Overview—Level II	Verbs & Word Order
Students will*	*Review and re-entry of Level I*
1. Be able to get into, through, and out of typical cultural situations.	• Verbs with separable prefixes in the present tense
2. Be able to tend to their welfare in the target culture.	• Modal constructions with infinitives/negation of modal constructions **Lassen** construction Future with **werden** (for emphasis)
3. Be able to interact socially in an appropriate manner.	• Present-perfect tense of all verbs including modals
	• Present tense vs. present perfect
	• **Schon...seit** construction to express past action continuing into the present
	• Dative of interest
	• Reflexive verbs
	• Irregular imperatives
	• **Nicht brauchen + zu** as a negation of **müssen**
	• **Mögen** vs. **gern** construction
	• Indirect objects
****Note: These items are re-entered and used communicatively in the following Level I functions.*	

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Level I • **Ein** and **der** words and **wer** in the nominative, dative, and accusative • Omission of article **Ich bin Schüler/Schülerin.** • Imperfect tense of **sein, haben** • Prepositions—dative, accusative, dative and accusative • **Weh tun, schmerzen** with parts of the body • **Werden**	*Review and re-entry of Level I* • **Man**, e.g., **man geht, man nimmt**, etc. • Weather report • Transportation • Points of the compass (**Norden, nördlich**) • Vocabulary building: word families • Telling time • Dates of the calendar • Hobbies • Names of neighboring countries • **Es gibt** • Sports • Personal activities • **Nicht brauchen zu.** • **Wie viel? Wie viele?** • **Es gibt** vs. **es ist, es sind**	*Review and re-entry of Level I* • Courtesy expressions • Opening and closing times • Polite commands • Expressing personal needs • Flavoring words (**na, ja, denn, mal, doch**, etc.) • Greetings—regional variations • German school system • Using the telephone • **Marktplatz** • Eating establishments • Table setting, table manners • **Kaffeetrinken** • Metric measures of volume and weight • Naturalness in nutrition and health (spas, natural foods, fresh foods, **frische Luft**) • Transportation • Drivers' education • Geography • **Landkarte, Stadtplan**

Functions Applying Memorized Material from Level II Overview

Function	Verbs & Word Order
1. Students will be able to get into, through, and out of typical cultural situations.	*Review and re-entry of Level I*
a. Make simple inquiries orally **Wo ist der Bahnhof?** **Ist das der Bahnhof?**	– Verbs with separable prefixes in the present tense **Ich kaufe ein.** **Ich stehe auf.** **Ich sehe fern.**
b. Get people to restate things more simply or slowly – Polite imperatives – Try to paraphrase – Repeat part of a sentence with interrogative intonation – Polite interjection **Wie bitte? Ich verstehe nicht.** **Sprechen Sie bitte langsamer!** **Was haben Sie gesagt?**	– Modal constructions with infinitives – Negation of modal constructions **Lassen** construction Future with **werden** (for emphasis) – Present-perfect tense of all verbs including modals – Present tense vs. present-perfect **Ich habe zwei Jahre an der Uni studiert.** *I studied two years at the university.* **Ich studiere schon zwei Jahre an der Uni.** *I have been studying two years at the university.*
c. Complain and refuse politely (e.g., express displeasure, give simple commands) **Das ist mir aber zu teuer.** **Das will ich aber nicht.** **Möchten Sie mehr Wein?** **Danke.** (*No thank you.*)	– **Schon...seit** construction to express past action continuing into the present **Ich studiere schon seit zwei Jahren an der Uni.**
d. Give more extended personal information **Ich studiere schon seit zwei Jahren an der Uni.** **Ich habe am vierten Juli Geburtstag.**	

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Level I	*Review and re-entry of Level I*	*Review and re-entry of Level I*
	- **Ein** and **der** words and **wer** in the nominative, dative, and accusative - Omission of article **Ich bin Schüler/Schülerin.** - Imperfect tense of **sein, haben** - Prepositions—dative, accusative, dative and accusative ("two way") - **Weh tun, schmerzen** with parts of the body - **Werden**	- **Man** - Weather report - Transportation - Points of the compass (**Nörden, nördlich**) - Vocabulary building—word families (**das Wort, Sprichwort, Wörterbuch**) - Telling time (**halb eins, viertel vor, viertel nach,** timetables) - Dates of the calendar **Wann hast du Geburtstag?** **Ich habe am neunten Oktober Geburtstag.** - Hobbies	- Courtesy expressions - Opening and closing times - Polite commands - Expressing personal needs **Ich habe Hunger, Angst, Durst,** etc. - Flavoring words (**na, ja, denn, mal, doch,** etc.) - Greetings—regional variations - German school system - Using the telephone - **Marktplatz** - Eating establishments - Table setting, table manners - **Kaffeetrinken** - Metric measures of volume and weight - Naturalness in nutrition and health (spas, natural foods, fresh foods, **frische Luft**) - Transportation - Drivers' education - Geography - **Landkarte, Stadtplan**

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs & Word Order
2. Students will be able to tend to their welfare in the target culture. a. Express physical discomfort and needs, and describe medical needs in very simple terms (e.g., hunger, fatigue, illness) **Mir ist kalt.** **Ich habe Kopf schmerzen.** b. Request help in attending to needs and/or uncertainties **Wann beginnt der Film?** **Wo ist die Toilette/das WC?** c. Buy items in a street market or various stores **Ich möchte ein Schwarzbrot bitte.** **Geben Sir mir bitte sechs Scheiben Käse.** d. Cash a check and change money **Wo kann ich meinen Scheck lösen.** **Wo kann ich Geld wechseln?**	*Review and re-entry of Level I* – Dative of interest **Es ist mir zu teuer.** **Ich wasche dem Kind das Gesicht.** **Ich ziehe dem Kind den Mantel an.** **Ich ziehe mir den Mantel an.** **Ich Kaufe mir ein Buch.**
3. Students will be able to interact socially in an appropriate manner. a. Use a variety of appropriate greeting/leave-takings and social formulas (e.g., express politeness, apologize, excuse oneself) **Das ist aber sehr nett von Ihnen.** **Ich muß mich leider verabschieden.** **Reichen Sie mir bitte das Salz.** b. Issue and react to simple invitations **Komm zu uns um halb vier.** **Ich bin heute Abend leider beschäftigt.** c. Arrange a meeting with someone at a specific time, place, date **Treffen wir uns um vierzehn Uhr.** **Was hast du morgen um elf Uhr vor?** d. Use common and appropriate telephone phrases **Aufwiederhören/Aufwiedersehen.** **Ich möchte Dr. Schmidt sprechen.** **Er ist im Moment nicht da.**	– Reflexive verbs – Irregular imperatives – **Nicht brauchen + zu** as a negation of **müssen** – **Mögen** vs. **gern** construction – Indirect objects – **Wer meldet sich?** – **Wer ruft an?**

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Level I – **Weh tun, schmerzen** (with parts of the body)	*Review and re-entry of Level I* – Names of neighboring countries – **Es gibt** – Sports – Personal activities – Telling time – Timetables – Transportation – Dates of the calendar	*Review and re-entry of Level I* – Opening and closing times – Greetings—regional variations – **Marktplatz** – **Landkarte, Stadtplan** – Expressing personal need **Ich habe Hunger, Durst, Angst,** etc.
	– **Tschüsß** – **Auf Wiederhören.**	– **Nicht brauchen zu.** – **Wie viel? Wie viele?** – **Es gibt vs. es ist, es sind** – Hobbies – Dates of the calendar	– Courtesy expressions – Table manners – Using the telephone – Letter writing – Holidays (Christmas and Easter) – Dates of the calendar
	Note: Some dative forms and reflexives have been included as fixed idioms and set responses to stock questions. This does not imply mastery of the dative case. Other items not listed above may be introduced for recognition only. By the end of Level II, students' proficiency range will be *novice high* to *intermediate low*. Grammatical errors still appear in morphology and syntax patterns (especially in those dissimilar to English patterns) but subject/verb agreements are made with commonly used verbs, as are number agreements on nouns/articles. Phonological and grammatical errors are fewer than in Level I, but still occur frequently enough to mark the student distinctly as a foreigner. Students will be understandable to natives used to dealing with non-native speakers.		

Levels III & IV Basic Curriculum Content
Living and Functioning Socially in the Target Culture
(Level III—450 Contact Hours, Level IV—600 Contact Hours)

Overview—Levels III & IV	Verbs & Word Order
Students will*	*Review and re-entry of Levels I and II*
1. Participate actively using oral and written forms.	• Present-perfect of **sein** and **haben**
2. Go beyond immediate events to narrate and describe in the past, future, and present in oral and written forms.	• **Mögen** and **möchten**
3. Explore options in a situation and handle difficulties and unexpected events.	• Other auxiliary verbs + zu **Ich habe viel zu tun.**
	• Um-zu construction
	• Word order—direct and indirect objects
	• Verbs with separable and inseparable prefixes in present and present-perfect tenses
	• Reflexive verbs in the dative and accusative contrasted with dative of interest
	• Past participles of irregular weak verbs
	• Imperfect tense
	• Past-perfect tense
	• Relative clauses
	• **Würde** constructions
	• Subjunctive of **sein** and **haben**
	• Subjunctive I and II of all verbs, present and past time
	• Passive voice
****Note: These items are re-entered and used communicatively in the following Level III and Level IV functions.*	

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Levels I & II • Uses of **als/wenn** vs. **wann** • Prepositions with relative pronouns • Relative pronouns • Subordinating conjunctions • Comparison of adjectives and adverbs • Adjective endings • **Wo/da** compounds • Time expressions • Nouns declined as adjectives • **Ein** words used as pronouns • Genitive case • Genitive prepositions • Indefinite relative pronoun **was** • **Es steht** **Es steht in der Zeitung.**	*Review and re-entry of Levels I and II* • Inhabitants of cities and countries • Languages • Expressions for personal hygiene • Hobbies • Prefix **un-** • Suffixes **-los, -heit, -ung, -keit, -lich** • Business and technical language • Formal language and appropriate gestures	*Review and re-entry of Levels I and II* • Dialects • Geography • University and vocational education • Newspapers and magazines • Postal system • Transportation system • Holidays • Restaurant/**Konditorei** • Readings and audio-visual presentations • Business and technical correspondence • Music, history, literature, science, art, German-Americans

Level III—450 hours
Level IV—600 hours

Note: The development of functions and proficiency spanning 300 to 600 contact hours is described in this section. **This does not imply that students in Levels III and IV should be taught together in one class; Level III is considered to be a prerequisite to Level IV.** The proficiency descriptions for the two levels are in one section because students may acquire the functions at various times, depending on individual acquisition sequences and the teacher's materials and instructional approach. However, by the end of 600 contact hours (i.e., after four consecutive levels of instruction) student proficiency is likely to appear in the functions, content, and accuracy described.

Functions Applying Memorized Material from Levels III & IV Overview

Function	Verbs & Word Order
1. Students will participate actively using oral and written forms.*	*Review and re-entry of Levels I and II*
a. Understand questions about themselves b. Ask others for information about themselves c. Understand extended answers to their questions	– Present-perfect of **sein** and **haben** – **Mögen** and **möchten** **Ich möchte keinen Kaffe.** **Ich mag Kaffee nicht.** – **Legen/liegen, stellen, stehen, hängen** – Other auxiliary verbs + **zu** **Ich brauche nicht zu gehen.** **Ich habe viel zu tun.** – Um-zu construction **Ich arbeite um zu leben.** – Word order—direct and indirect objects – Verbs with separable and inseparable prefixes in present and present-perfect tenses – Reflexive verbs in the dative and accusative contrasted with dative of interest **Ich fühle mich nicht wohl.** **Ich ziehe mir den Mantel an.** **Ich ziehe mich an.** **Ich wasche mich.** **Ich wasche mir die Hände.**

**Note: In contrast to previous levels, this function is carried out in strings of sentences that begin to resemble short, organized paragraphs rather than single, unrelated, simple sentences; the function may be initiated by the student as well as carried out as a response.*

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
– Uses of **als/wenn** vs. **wann** **Ich weinte immer als ich ein Kind war.** **Ich weine wenn ich traurig bin.** **Ich weiss nicht wann der Zug kommt.** – Prepositions with relative pronouns – Relative pronouns – Subordinating conjunctions – Comparison of adjectives and adverbs – Adjective endings (singular, plural, nominative, dative, and accusative) – **Wo/da** compounds – Time expressions with **im/am**	– Inhabitants of cities and countries – Languages—**Gebäude** vs. **Haus** and **Wohnung** – **Sie wohnt bei uns** (*at our house*) – **Kommt heute Abend zu uns** (*to our house*) – Expressions for personal hygiene – Hobbies – Prefix **un-** (e.g., **unschön, Unmensch**) – Suffixes **-los, -heit, -ung, -keit, -lich**	– **Hochsprache, Umgangssprache, Dialekt** – Regional variations in landscape, names of rivers (masculine and feminine) – University and vocational education – Buildings in the city – Newspapers and magazines – Postal system – Specialty shops – Transportation system – Holidays – Restaurant/**Konditorei**

Functions Applying Memorized Material from Levels III & IV Overview (*continued*)

Function	Verbs & Word Order
2. Students will go beyond immediate events to narrate and describe in the past, future, and present in oral and written form. a. Recount a sequence of events that happened to them or someone else b. Summarize a movie, TV program, book, magazine article, etc. c. Discuss current events and express a reaction to them in simple, factual terms d. Discuss plans for a future event (picnic, holiday, trip, etc.) e. Understand others' accounts of all of the above	*Review and re-entry of Levels I and II* – Past participles of irregular weak verbs – Imperfect tense (narrative past) – Past-perfect tense (receptive use only) – Relative clauses – **Wurde** constructions – Subjunctive of **sein** and **haben** * Subjunctive I and II of all verbs, present and past time * Passive voice **Die Zwiebeln werden klein geschnitten.** **Gestern abend würde viel getanzt.** **Das Abkommen zwischen der BRD und Polen ist 1970 geschlossen worden.**
3. Students will explore options in a situation and handle difficulties and unexpected events. a. Suggest alternatives rather than accept the option offered (send back unacceptable food, change a departure time, etc.) b. Influence or encourage someone to do something (change places on a train, return a purchase, etc.) c. Seek explanations for the unexpected (find out why the check for a meal is high, why the credit card is not accepted, etc.)	* *Level IV*

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
	– Nouns declined as adjectives – Ein words used as pronouns **Ich habe einen Vater.** **Er hat keinen.** – **Es steht** **Es steht in der Zeitung.** * Genitive case * Genitive prepositions * Indefinite relative pronoun **was**	– Formal and informal register in addressing people **Tu das!** vs. **Würden sie das bitte tun.** * Business and technical language * Formal language and appropriate gestures	* Business and technical correspondence * Music, history, literature, science, art, German-Americans
	* *Level IV*	* *Level IV*	* *Level IV*
	By the end of Level III and Level IV, the students' proficiency range will be *intermediate low* to *intermediate high*. Students can handle the basic elementary grammatical constructions quite accurately and can use constructions to refer to the past and future in listening, speaking, reading, and writing activities. Errors still occur in grammatical forms and usage. Pronunciation often is faulty but intelligible. While students sometimes miscommunicate and must hesitate or use paraphrasing and fillers, they are likely to be comprehensible to natives not accustomed to dealing with foreigners.		

Provisional German Descriptions—Speaking

Novice—Low Unable to function in spoken German. Oral production is limited to occasional isolated words such as *ja, nein, ich, Sie, Fritz* (name), *Fräulein*. Essentially no communicative ability.

Novice—Mid Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary is limited to that necessary to express simple elementary needs and basic courtesy formulae such as *Guten Tag/Morgen; Auf Wiederschen; Das ist...*(name), *was ist...; Wer ist das? Danke; Bitte; Grüss Gott*. Speakers at this level cannot create original sentences or cope with the simplest situations. Pronunciation is frequently unintelligible and is strongly influenced by the first language. Can be understood only with difficulty, even by persons such as teachers who are used to dealing with non-native speakers or in interactions where the context strongly supports the utterance.

Novice—High Able to satisfy immediate needs using learned utterances. There is no consistent ability to create original sentences or cope with simple survival situations. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. Vocabulary is limited to common areas such as colors, days of the week, months of the year, names of basic objects, numbers, and names of immediate family members—*Vater, Mutter, Geschwister*. Grammar shows only a few parts of speech. Verbs are generally in the present tense. Errors are frequent and, in spite of repetition, may severely inhibit communication even with persons used to dealing with such learners. Unable to make one's needs known and communicate essential information in a simple survival situation.

Intermediate—Low Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or in very familiar topics, can ask and answer some simple questions and respond to and sometimes initiate simple statements. Can make one's needs known with great difficulty in a simple survival situation, such as ordering a meal, getting a hotel room, and asking for directions; vocabulary is adequate to talk simply about learning the target language and other academic studies. For example: *Wieviel kostet das? Wo ist der Bahnhof? Ich möchte zu... Wieviel Uhr ist es? Ich lerne hier Deutsch; Ich studiere schon 2 Jahre; Ich habe eine Wohnung*. Awareness of gender apparent (many mistakes). Word order is random. Verbs are generally in the present tense. Some correct use of predicate adjectives and personal pronouns (*ich, wir*). No clear distinction made between polite and familiar address forms (*Sie, du*). Awareness of case system sketchy. Frequent errors in all structures. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology, but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak German. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.

Intermediate—Mid Able to satisfy most routine travel and survival needs and some limited social demands. Can ask and answer questions on very familiar topics and in areas of immediate need. Can initiate and respond to simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions and carry on a conversation on topics beyond basic survival needs or involving the exchange of personal information, i.e., can talk simply about autogiographical information, leisure time activities, academic subjects. Can handle simple transactions at the post office, bank, drugstore, etc. Misunderstandings arise because of limited vocabulary, frequent grammatical errors, and poor pronunciation and intonation, although speakers at this level have broader vocabulary and/or greater grammatical and phonological control than speakers at Intermediate-Low. Speech is often characterized by long pauses. Some grammatical accuracy in some basic structures, i.e., subject-verb agreement, word order in simple statements (excluding adverbs) and interrogative forms, present tense of irregular verbs and imperative of separable prefix verbs (*Kommen Sie mit!*). Fluency is still strained but may be quite natural while within familiar territory. Is generally understood by persons used to dealing with foreigners.

Intermediate—High Able to satisfy most survival needs and limited social demands. Developing flexibility in language production although fluency is still uneven. Can initiate and sustain a general conversation on factual topics beyond basic survival needs. Can give autobiographical information and discuss leisure time activities. Most verbs are still in the present tense, more common past participles appear (*gegangen, gesehen, geschlafen*). Many mistakes in choice of auxiliary (**habe gegangen* with the present perfect). Past tense is attempted also with common imperfect forms (*sagte, hatte, war*). Several high-frequency separable prefix verbs appear in the indicative (*ich gehe mit*). There is inconsistent coding of proper dative and accusative cases following prepositions in singular and plural. Attempts to expand discourse which is only accurate in short sentences. Frequently gropes for words. Comprehensible to native speakers used to dealing with foreigners, but still has to repeat utterances frequently to be understood by the general public.

* Denotes an error characteristic of speakers at this level.

Advanced	Able to satisfy routine social demands and limited school and work requirements. Can handle with confidence but not with facility most social and general conversations. Can narrate, describe and explain in past, present, and future time. Can communicate facts—what, who, when, where, how much—and can explain a point of view, in an uncomplicated fashion, but cannot conjecture or coherently support an opinion. Can talk in a general way about topics of current public interest (e.g., current events, student rules and regulations), as well as personal interest (work, leisure time activities) and can give autobiographical information. Can make factual comparisons (e.g., life in a city vs. life in a rural area). Can handle work related requirements, needing help in handling any complications or difficulties. Can make a point forcefully and communicate needs and thoughts in a situation with a complication (e.g., calling a mechanic for help with a stalled car, losing traveler's checks). Has a speaking vocabulary sufficient to respond simply with some circumlocutions. Can be understood by native speakers not used to dealing with foreigners, in spite of some pronunciation difficulties. Good control of all verbs in present tense, past participles of most verbs, simple past tense of most irregular verbs, modal auxiliaries, most separable verbs and some reflexives. Double infinitives in main clauses may be attempted (mistakes are expected). Genders of high frequency words are mostly correct. Some inaccuracy in choice of prepositions as well as in distinctions between position and motion. Speaker is hesitant at times and gropes for words, uses paraphrases and fillers, uncomplicated dependent clauses (*dass, weil*) but mistakes are expected when sentences are joined in limited discourse.
Advanced Plus	Able to satisfy most school and work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Can narrate, describe, and explain in past, present, and future time. Can consistently communicate facts and explain points of view in an uncomplicated fashion. Shows some ability to support opinions, explain in detail, and hypothesize, although only sporadically. Can discuss topics of current and personal interest, and can handle most situations that arise in everyday life (see Advanced Level examples) but will have difficulty with unfamiliar situations (e.g., losing a contact lens in a sink drain and going to a neighbor to borrow a wrench). Normally controls general vocabulary with some groping still evident. Speaking performance is often uneven (e.g., strong in either grammar or vocabulary but not in both). Good control of most verbs in present and past tense and most imperative forms. Irregular control of infinitive clauses with *zu*, conditional sentences (with *würde* plus infinitive, *hätte, wäre, könnte,* and *da(r)-* and *wo(r)-* compounds). Better control of prepositions and adjective endings but mistakes will occur. Control of dependent clauses. Distinguishes between subordinating and coordinating conjunctions and how they affect word order (*denn, weil*). Good control of limited discourse, but many errors in all more complicated structures. Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down.
Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Can support opinions, hypothesize, and conjecture. May not be able to tailor language to fit various audiences or discuss highly abstract topics in depth. Vocabulary is broad enough that speaker rarely has to grope for a word; good use of circumlocution. Pronunciation may still be obviously foreign. Control of grammar is good. Sporadic errors but no patterns of error in tenses, cases, attributive adjectives, pronouns, most verbs plus preposition, dependent clauses, subjunctive II (present and past). Control less consistent in low frequency structures such as passive plus modals, the *lassen* construction, verbs plus specific prepositions (*achten, auf, sich halten an, sich irren in*), directional adverbs (*hinauf, hinunter, herüber*), double infinitives in dependent clauses (*dass er das nicht hat machen sollen*). Varying degrees of competence in usage of idiomatic expression and slang. Errors never interfere with understanding and rarely disturb the native speaker.

Provisional German Descriptions—Listening

Novice—Low	No practical understanding of spoken German. Understanding is limited to cognates, borrowed words, high frequency social conventions, and occasional isolated words, such as *Tag, Auto, Haus, heute, morgen, schön.* Essentially no ability to comprehend even short utterances.
Novice—Mid	Sufficient comprehension to understand some memorized words within predictable areas of need. Vocabulary for comprehension is limited to simple elementary needs, basic courtesy formulae, such as *Guten Tag, Wie geht's? Auf Wiedersehen, Bis morgen, Danke,* and very simple memorized material relating to everyday objects and situations. Utterances understood rarely exceed more than two or three words at a time, and ability to understand is characterized by long pauses for assimilation and by repeated requests on the listener's part for repetition, and/or a slower rate of speech. Confuses words that sound similar, such as *fährt/Fahrt,* and pronouns, *er/ihr.*

Novice—High	Sufficient comprehension to understand a number of memorized utterances in areas of immediate need. Comprehends slightly longer utterances in situations where the context aids understanding, such as at the table, in a restaurant/store, in a train/bus. Phrases recognized have for the most part been memorized: *Die Milch/Marmelade, bitte. Die Fahrkarten, bitte.* Comprehends vocabulary common to daily needs. Comprehends simple questions/statements about family members, age, address, weather, time, daily activities and interests: *Wie viele Brüder/Schwester haben Sie? Wie alt sind sie? Wie ist das Wetter heute?* Misunderstandings arise from failure to perceive critical sounds or endings. Understands even tailored speech with difficulty but gets some main ideas. Often requires repetition and/or slowed rate of speed for comprehension, even when listening to persons such as teachers who are used to speaking with non-natives.
Intermediate—Low	Sufficient comprehension to understand utterances about basic survival needs, minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand non-memorized material, such as simple questions in German. Comprehension areas include basic needs: meals, lodging, transportation, time, simple instructions (e.g., route directions, such as: *Gehen Sie geradeaus! Sie müssen links abgehen.*) and routine commands (e.g., from customs officials, police, such as: *Darf ich Ihren Pass sehen? Machen Sie die Koffer auf, bitte!*). Understands main ideas. Misunderstandings frequently arise from lack of vocabulary or from faulty processing of syntactic information often caused by strong interference from the native language or by the imperfect or partial acquisition of the target grammar (e.g., *er/ihr, er/en*).
Intermediate—Mid	Sufficient comprehension to understand simple conversations about some survival needs and some limited social conventions. Vocabulary permits understanding on topics beyond basic survival needs (e.g., personal history and leisure time activities), such as *Wo sind Sie geboren? Was tun Sie während der Freizeit? Was machen Sie gerne am Wochenende?* Evidence of understanding basic constructions, e.g., subject-verb and noun-adjective agreement; some inflection is understood. Understanding of grammatical structure allows recognition of future and past references either by verb forms, such as the constructed future (*Ich werde in die Stadt gehen*), the present perfect (*Ich bin in die Stadt gegangen*), and the simple past (*Als ich in die Stadt ging,...*), or with adverbs of time, such as *morgen, heute, gestern.*
Intermediate—High	Sufficient comprehension to understand short conversations about most survival needs and limited social conventions. Increasingly able to understand topics beyond immediate survival needs, such as biographical information (*Geburtsort, Geburtsdatum, Mädchenname der Mutter/Frau, Heimatstadt, Kindheits-/Jugenderlebnisse, Urlaubsplane/-erlebnisse/-ziele*). Able to comprehend most sentences, including those which use *daß, wenn, weil* constructions and which feature vocabulary and familiar situations (home, office, school and daily activities; simple purchases; directions). Most of the time is able to comprehend the semantic differences between utterances, such as: *Er war einen Monat in Köln; Er ist seit einem Monat in Köln; Sie sind nur eine Woche hier.* Shows spontaneity in understanding, but speed and consistency of understanding uneven. Understands more common tense forms and some word order patterns. Can get the gist of conversations, but cannot sustain comprehension in longer utterances or in unfamiliar situations. Understanding of descriptions and detailed information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but may be misunderstand, especially if other material intervenes. Still has to ask for utterances to be repeated.
Advanced	Sufficient comprehension to understand conversations about routine social conventions and limited school or work requirements. Able to understand face-to-face speech in standard German spoken at a normal rate, with some repetition and rewording, by a native speaker not used to dealing with foreigners. Able to get the gist of some radio broadcasts. Understands everyday topics, common personal and family news, well-known current events, and routine matters involving school or work; descriptions and narration about current, past and future events; the essential points of a discussion or speech at an elementary level on topics in special fields of interest. For example: *Wer hat die hiesige Wahl gewonnen? Wie reagierten die Deutschen auf den Bau neuer Kernkraftwerke? Zu welchem Grad leidet der Mittelstand unter der Inflation? Wurde die Kaufkraft durch die Inflation eingeschränkt?*
Advanced Plus	Sufficient comprehension to understand most routine social conventions, conversations on school or work requirements, and discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but comprehension may break down under tension or pressure (including unfavorable listening conditions). May display weakness or deficiency due to inadequate vocabulary base or less than secure knowledge of grammar and syntax. May be deficient or uneven in completely comprehending conversations or discussions by educated native speakers due to a less-than-adequate knowledge of more complex syntactic structures (tense usage in simple and complex statements, passive voice and extended adjective constructions, relative clauses, word order, subject-object relationships). Still has some difficulty following radio broadcasts. Can sometimes detect emotional overtones. Increasing ability to understand "between the lines" (i.e., to make inferences).

Superior

Sufficient comprehension to understand the essentials of all speech in standard dialects, including technical discussions within a special field. Has sufficient understanding of face-to-face speech, delivered with normal clarity and speed in standard dialects, on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, standard news items, oral reports, some oral technical reports, and public addresses on non-technical subjects. May not understand native speakers if they speak very quickly or use some slang or unfamiliar dialect. Can often detect emotional overtones. Can understand "between the lines" (i.e., make inferences).

Provisional German Descriptions—Reading

Novice—Low

No functional ability in reading German.

Novice—Mid

Sufficient understanding of written German to interpret highly contextualized words or cognates within predictable areas. Vocabulary for comprehension limited to simple elementary needs, such as names, addresses, dates, signs indicating names of streets and avenues (*Strasse, Weg*); building names (*Hotel, Restaurant, Apotheke*); short informative signs (*Eingang, Ausgang, Rauchverbot, Taxi, Fernsprecher, Flughafen, Strassenbahn*). Material understood rarely exceeds a single phrase and comprehension requires successive rereading and checking.

Novice—High

Sufficient comprehension of written language to interpret set expressions in areas of immediate need. Can recognize all letters of German (including umlauted ones and ß). Where vocabulary has been mastered, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus (*Tagessuppe, Getränke, Salat*), schedules, timetables, maps, signs indicating hours of operation, social codes (*Rauchen verboten*), and street signs (*Haltestelle*). Vocabulary and grammar limited to the most common nouns, adjectives, question words, and a few verb forms. Material is read for essential information. Detail is overlooked or misunderstood.

Intermediate—Low

Sufficient comprehension to understand in printed form the simplest connected material, either authentic or specially prepared, dealing with basic survival and social needs. Able to understand previously mastered material and recombinations of mastered elements kept to the same level. Understands main ideas in material when structure and syntax parallel the native language. Can read simple, handwritten telephone messages, personal notes, or simple letters, all of which may contain social amenities, such as simple forms of address, closure, queries about family and friends. Understands simple language with high frequency grammatical, semantic, and syntactical items such as NP + VP of most frequent regular verbs (such as *arbeiten, bleiben, glauben, tun*), irregular verbs (such as *haben, sein, wissen, werden*), and modals (*müssen, wollen, können, sollen, mögen, dürfen*) in the present tense. Familiar with idioms relating to weather, age, personal well-being, and time (such as: *Wie ist das Wetter? Er ist sechs Jahre alt; Wie geht's? Wie spät ist es?*). Adverbs of time will be used more frequently to determine the tense or time of what is being read than the actual verb tenses. Past meaning of specific verbs might be missed quite frequently. Misunderstandings may arise when syntax diverges from that of the native language (such as the verb in second position) or when grammatical cues are overlooked (such as article and adjective declensions).

Intermediate—Mid

Sufficient comprehension to understand in printed form simple discourse for informative or social purposes. In response to perceived needs, can read public announcements to determine who, what, when, where, why, and how much regarding such subjects as sporting events, concerts, parades, and celebrations. Can also identify products, prices, and some conditions of sale in popular, illustrated advertising for everyday items, such as food, clothing, work or school supplies, and travel. Can comprehend a note or letter in which a writer used to dealing with non-native readers describes self and family, ages, occupations, residence, personality traits, and common preferences when high frequency vocabulary or cognates and simple structures are used. Understands the general content of headlines in newspapers, such as *Die Welt*, or article titles in popular magazines such as *Der Spiegel*, and in *Illustrierten*, if the content is familiar or of high interest. Understands facts and follows events of simple narration in either authentic or especially prepared texts when syntax is related to simple NP + VP + NP constructions. Recognizes negation (*nein, nicht, kein*) and interrogative forms. Generally consistent in interpreting the present, the future as expressed by adverbs of time with the present tense, but recognizes only the most common strong and weak verbs in the present perfect and simple past tenses. Understands adjective declensions and the use of other determiners such as definite and indefinite articles, demonstratives, and possessives, and interrogatives. Has some difficulty matching pronouns to referents and with the use of relative pronouns. Uses guessing strategies

to interpret vocabulary consisting of regular cognate patterns, and highly contextualized items. May have to read several times before understanding.

Intermediate—High

Sufficient comprehension to understand a simple paragraph for personal communication, information, or recreational purposes. Can read with understanding invitations, social notes, personal letters, and some simple business letters on familiar topics. Can identify main ideas from topic and summary paragraphs of simple articles in popular magazines (such as fashions, gardening, furniture, homes), news publications (national, regional, and local), or other informational sources (travel and tourist brochures, guides). Appreciates descriptive material on daily life and routines, and biographical information. Can read for pleasure some uncomplicated, yet authentic prose and a limited amount of poetry (Kästner, for example). Guesses at meaning from the context of a fictional narrative description or from cultural information. Begins to rely on a dictionary or glossary to check meaning and expand vocabulary. Is able to recognize present and past tenses in a widening variety of strong and weak verbs. Recognizes, but does not fully comprehend, connected discourse with coordinating conjuntions (*aber, oder, denn, und*) and relative pronouns and other relative connectors which result in dependent word order. Also recognizes reflexive verbal constructions. Interprets expressions of quantity quite accurately. Is beginning to understand the use of particles (such as *noch, doch, gar, ja, also*) in strengthening meaning. Begins to connect sentences in the discourse and to attach advance meaning to them, but cannot sustain understanding of longer discourse on unfamiliar topics. Misinterpretation occurs with more complex patterns (such as dependent word order and most idiomatic expressions).

Advanced

Sufficient comprehension to read simple authentic printed material or edited textual material within a familiar context. Can read uncomplicated, authentic prose on familiar subjects (sports, travel, movies, theater, food, music, current events), news items in newspapers and popular magazines, biographical information in personal letters on family topics. Reads within the limits of identifiable vocabulary some unedited texts, such as prose fiction, from carefully chosen authors, usually contemporary. Such selections might appear in Sunday newspaper supplements, other daily papers, or special anthologies on modern culture. The constructed future and the subjunctive are appreciated as different from the present, simple past, and present perfect. Conditions contrary to fact are recognized with more than average difficulty. The ability to guess at compounded vocabulary, nouns in specific, within context is becoming more accurate, but still some confusion over grammar and vocabulary not yet assimilated. As far as total comprehension is concerned, is able to read facts, but cannot extend them or put them together to draw inferences.

Advanced Plus

Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on concrete topics related to special interests. Able to read for information and description, to follow sequence of events, and to react to information read. Can separate main ideas from lesser ones and use that division to advance understanding. In major newspapers and magazines, can read international items and social and cultural news. Understanding of specialized items depends upon individual interests and background, at this level can read material in own areas of interest. Within literary fields of interest, can read non-esoteric prose, including critical articles and books. Can read signs, posters, advertisements, and public announcements. Can follow simple printed directions for cooking and other projects within areas of expertise. Guesses logically at new words by using linguistic and non-linguistic contexts and prior knowledge. Is able to comprehend most high-frequency idiomatic expressions, but will still have difficulty with figurative meanings. Even though the subjunctive and conditional are better recognized and understood, the reader still has difficulty in detecting subjective attitudes, values, and judgements in what is read.

Superior

Able to read standard newspaper items addressed to the general reader, routine correspondence reports, and technical material in a field of interest at a normal rate of speed (at least 220 WPM). Can gain new knowledge from material in a variety of publications on a wide range of unfamiliar topics related to fields of interest. Can interpret hypotheses, supported opinions, and documented facts, as well as figurative devices, stylistic differences, and humor. Can read most literary genres in the original: novels, essays, poetry, short stories, and most literature written for the general public. Reading ability is not subject dependent. Broad general vocabulary, knowledge of most structures, and development of strategies for logical guessing allow for successful interpretation of unfamiliar words, idioms, or structures. Verb tenses and moods have been largely mastered. Interpretation of the subjunctive and conditional forms and passive constructions in indirect discourse of formal writing is generally complete, and with few errors. Able to achieve overall comprehension of material, even though there may be some gaps in detail. Is generally able to comprehend facts, although misinterpretation may still occur. Can draw inferences, but may be unable to appreciate nuances or stylistics.

Provisional German Descriptions—Writing

Novice—Low No functional ability in writing German.

Novice—Mid No practical communicative writing skills. Able to copy isolated words and short phrases. Able to transcribe previously studied words or phrases. Able to write name, address, dates and other numbers, as well as common expressions such as those used in greetings and leave-takings.

Novice—High Able to write simple fixed expressions and limited memorized material. Can supply information when requested on forms such as hotel reservations and travel documents. Can write names, write out numbers from 1-20, dates (days of the week, months of the year), own nationality as well as other common adjectives of nationality, addresses, and other simple biographic information. Can write limited learned vocabulary for common objects, short phrases, and simple lists. Can write such expressions as *Guten Tag! Ich heisse ..., Wie geht es Dir? Wie geht es Ihnen?* and other fixed social formulae. Can name some common objects; knows some common adjectives and adverbs; can use the present tense of some common regular verbs, such as forms of the present tense of *haben* and *sein;* can write simple negative sentences using *nicht* (but often in wrong place) and interrogative sentences with words such as *wo, wie, warum, wann,* etc. Writes in sentences or short phrases using very basic subject-verb-object word order. Can ask and answer very simple yes-no or information questions using limited memorized or very familiar sentence patterns, with frequent misspellings and inaccuracies. Usually forgets umlauts. Sometimes uses infinitives for conjugated verbs. Has a concept of gender, and can produce definite and indefinite articles, though often inappropriately. Often forgets to make adjectives agree with nouns. Generally cannot create own sentences in the language, but uses memorized material or transformations of familiar patterns.

Intermediate—Low Has sufficient control of the writing system to meet limited practical needs. Can write short messages, such as simple questions or notes, postcards, phone messages and the like. Can take simple notes on material dealing with very familiar topics within the scope of limited language experience. Can create statements or questions, in the present tense using negative and interrogative constructions, within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences. Can express present and future by using the present tense and adverbs of time such as *morgen, heute, nächste Woche, nächstes Jahr.* For example: *Ich schreibe heute eine Prüfung. Wir fahren nächste Woche nach Berlin.* Generally cannot express past time by past tenses, but may incorrectly use the present tense and an adverb of time such as *gestern, gestern abend, heute morgen* to convey past meaning. Awareness of gender apparent (many mistakes). Awareness of case system sketchy. Some correct use of predicate adjectives and personal pronouns (*ich, wir*). Vocabulary is limited to common objects and cognates, and is inadequate to express anything but elementary needs. Can express numbers from 1-100 with some misspellings. Often inserts native-language vocabulary for unknown words, and is generally not capable of circumlocution to get meaning across. Writing tends to be a loose collection of sentences or sentence fragments on very familiar topics (likes and dislikes, general routine, everyday events or situations). Makes continual errors in spelling (*ei* vs. *ie,* often omits umlauts), grammar (incorrect adjective endings, incorrect subject-verb agreement), and punctuation. Word order is random, but writing can be read and understood by a native reader used to dealing with foreigners. Able to produce appropriately some fundamental sociolinguistic distinctions in formal and familiar style, (*Herr, Frau, Fräulien*), but no clear distinction between polite and familiar address forms (*Sie, du*), such as appropriate subject pronouns, titles of address and basic social formulae.

Intermediate—Mid Sufficient control of writing system to meet some survival needs and some limited social demands. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experiences. Can discuss likes and dislikes, daily routines, give dates and times, discuss everyday events, describe immediate surroundings (home, work, school), narrate simple events, and the like. Can use correctly the present tense of most regular verbs and some common irregular verbs, such as *haben, sein, tun, wollen, können, wissen, verstehen,* and *möchten* with occasional production errors. Can use *werden* plus infinitive to express future time. Has sporadic control of high frequency verbs in the compound past but may not attend to correct auxiliary verb or past participle agreement. Can use definite, indefinite, and partitive articles, but often uses them inappropriately, usually gets cases wrong. Frequent errors in gender-adjective agreement and cases may occur. Shows some ability to use some determiners other than articles, such as possessive adjectives or interrogative adjectives, but may make errors in appropriate choice of form. Tends not to use object pronouns, relative constructions, or their cohesive elements of discourse, rendering the written style somewhat stilted and simplistic. Generally good control of basic constructions and inflections, such as subject-verb agreement, noun-adjective agreement, and straightforward syntactic constructions in present and future time. Grammatical accuracy in some structures solidifies, e.g., word order in

simple statements (excluding adverbs) and interrogative forms, and imperative of separable prefix verbs (*Kommen Sie mit!*). May make frequent errors when venturing beyond current level of linguistic competence (such as when expressing opinions or emotions, where non-memorized conditionals, subjunctives, and other advanced concepts of grammar may come into play). When resorting to a dictionary, often is unable to identify appropriate vocabulary, or uses dictionary entry in uninflected form.

Intermediate—High

Sufficient control of writing system to meet most survival needs and limited social demands. Can take notes in some detail on familiar topics (autobiographical information, preferences, daily routine, simple descriptions and narration of everyday events and situations) and respond to personal questions on such topics using elementary vocabulary and common structures. Can write simple letters, brief synopses and paraphrases, summaries of biographical data and work experience, and short compositions on familiar topics. Can create sentences and short paragraphs relating to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurately present and future time, using the future and the present tense of most common regular and irregular verbs, including reflexive verbs. Can use the compound past with both *haben* and *sein* auxiliaries, but does not always use it correctly or appropriately. Past tense is also attempted with common simple past forms (*sagte, hatte, war*). Several high frequency separable prefix verbs appear in the indicative (*ich gehe mit*). There is inconsistent coding of proper dative and accusative cases following prepositions in singular and plural. Shows good control of elementary vocabulary and some control of basic syntactic patterns (some object pronouns, and determiners, usually use of negative in past tenses and future with correct placement, etc.). Still has problems in inverted word order and in proper placement of time, place, and manner phrases. Major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary or forms, although can use a dictionary to advantage to express simple ideas. Generally does not use basic cohesive elements of discourse to advantage (relative constructions, object pronouns, connectors) and the like. Writing, though faulty, is comprehensible to native speakers used to reading German written by non-natives. Is able to express a few thoughts for which vocabulary is unknown via circumlocution, but may insert native-language equivalents for unknown words or use native-language syntactic patterns when expressing ideas beyond current level of linguistic competence.

Advanced

Able to write routine social correspondence and simple discourse of at least several paragraphs on familiar topics. Can write simple social correspondence, take notes, and write cohesive summaries, resumés, and short narratives and descriptions on factual topics. Able to write about everyday topics by using adjectives, with mostly correct gender and case. Genders of high frequency words are mostly correct. Able to narrate events using present, compound past, some simple past, and future forms, although the contrast between uses of the two past tenses may not be consistently accurate. Occasional use of some subjunctive forms to express politeness and preference. Has sufficient writing vocabulary to express oneself simply with some circumlocutions. Can write about a very limited number of current events or daily situations and express personal preferences and observations in some detail using basic structures. Is able to recycle new but meaningful phrases whether lexical or structural, i.e., lifts phrases appropriately, writing appears more sophisticated. When writing own thoughts is more likely to paraphrase according to native language at times. Controls many separable and reflexive verbs and double infinitive construction in main clauses. Good control of morphology in verb tenses; correct endings for regular and irregular verbs in tenses mentioned above. Often uses correct endings for adjectives. Controls frequently used structures such as interrogatives, negatives (but still not always correctly placed), prepositions with some rest/motion distinction but not always proper cases for the distinction, and choice of determiners (*der* vs. *ein*). Preposition use after verbs or adjectives is often inaccurate. Writing is understandable by a native speaker not used to reading German written by non-natives. Writer uses a limited number of cohesive devices such as a single object pronoun (direct or indirect). Some use of relative pronouns to combine sentences and some common conjunctions are used (*denn, weil, wann, wo*, etc.). Mistakes in subordinate clause auxiliary verb placement and double infinitive order. Able to join sentences in limited discourse, but has difficulty and makes frequent errors producing complex sentences. Paragraphs are reasonably unified and coherent.

Advanced Plus

Shows ability to write about most common topics with precision and in some detail. Can write fairly detailed resumés and summaries and take accurate notes. Can handle most informal and business correspondence. Can describe and narrate personal experiences and explain simply point of view in prose discourse by using introductory phrases (e.g., *meiner Meinung nach, ich glaube, dass..., ich bin sicher, dass...*). Can write about concrete topics relating to particular interests and special fields of competence. Normally controls general vocabulary with circumlocution or modification where necessary, e.g., may use negation plus lexical item for an unknown antonym, or modify words with *sehr, viel*, etc., if a more specific term is unknown, or resort to a category label for unknown components. Often shows remarkable fluency or ease of expression, but under time constraints (e.g., no opportunity to rewrite), and pressure (e.g., testing), language

may be inaccurate and/or incomprehensible, especially if important lexical items are missing or if inaccurate tense usage interferes with meaning. Generally strong in either grammar or vocabulary, but not in both. Weaknesses and unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness may involve detail in the use of simple constructions: irregular plurals of nouns, adjectives; determiners (usage rather than form); prepositions (after verbs or adjectives); negatives (still has problems with subtleties of placement and form, *nicht ein* vs. *kein*). Weaknesses are also observed in more complex structures: tense usage; compound past vs. simple past after *als;* avoidance where possible of *würde* in *wenn* clauses; passive constructions (rarely uses *man* or reflexive but tends to parallel English with consequent use of *sein*); statal and real passive confused; word order still a problem, sometimes with inversion, reflexive and auxiliary placement in dependent word order. Good control of simple dependent word order, subordinating and coordinating conjunctions (*denn* v *weil*), and relative pronouns. Irregular control of infinitive clauses with *zu*. Uses wide range of tenses as time indicators including hypothetical subjunctive (with *würde* plus infinitive, *hätte, wäre, könnte*). Uses *da(r)-* and *wo(r)-* compounds. Better control of prepositions, adjectives and case endings, but mistakes still occur. Some misuse of vocabulary still evident, especially when using dictionary for words with multiple meanings or where related words carry various functions, but does use a dictionary to advantage where a fairly direct bilingual translation and no intralingual ambiguity exists. Shows ability to use circumlocution. Writing is understandable to native speakers not used to reading material written by non-natives, though the style is still obviously foreign.

Superior

Able to use written German effectively in most formal and informal exchanges on practical, social, and professional topics. Can write most types of correspondence, such as memos, social and business letters (with appropriate formulaic introductions and closings), short research papers, and statements of position. Can express hypotheses and conjectures, and present arguments or points of view accurately and effectively. Can write about areas of special interest and handle topics in special fields. Has good control of a full range of structures so that time, description, and narration can be used to expand upon ideas. Errors in basic structures are sporadic and not indicative of communicative control. In addition to simple tenses, can use compound tenses to show time relationships among events and to express coordinate and subordinate ideas clearly and coherently. Has lexical control of subordinate conjunctions. Controls dependent word order with auxiliary and reflexive placement such as: *ich weiss, dass er hatte gestern kommen sollen* and *er sagte, dass sich der mann umzog*. Able to use quotative subjunctive (subjunctive I) consistently, as well as passives plus modals. Can use hypothetical subjunctive (subjunctive II) correctly, as well as directional adverbs (*hinauf, hinunter, herüber,* etc.) and the *lassen* construction. Has a wide enough vocabulary to convey the message accurately, though style may be foreign. Uses dictionary to a high degree of accuracy to supplement specialized vocabulary or to improve content or style. Although sensitive to differences in formal and informal style, still may not tailor writing precisely or accurately to a variety of audiences (except for personal vs. business correspondence) or styles.

Provisional German Descriptions—Culture

Novice

Limited interaction. Behaves with considerateness. Is resourceful in nonverbal communication, but does not interpret reliably gestures or culturally-specific nonverbal behavior, such as physical contacts with greetings. Is limited in language (see listening/speaking guidelines) but may be able to use short phrases of courtesy (*Danke, Danke schön, Bitte, Bitte schön, Entschuldigung, Verzeihung*) and basic titles of respect (*Herr, Frau, Fräulein*). Lacks generally the knowledge of culture patterns requisite for survival situations.

Intermediate

Survival competence. Can deal with familiar survival situations and interact with a culture bearer accustomed to foreigners. Is able to use conventional phrases when being introduced, such as *Es freut mich* or *Sehr erfreut,* as well as proper greetings at different times of day, such as *Guten Tag, Guten Abend, Grüss Gott* (in Bavaria) and leave-taking, *Auf Wiedersehen, Bis bald.* Shows comprehension of distinction between *Sie* and *du* form of address. Can provide background material in the standard form of the culture, such as a personal address (street name followed by number—*Leopoldstrasse 30*—zip code preceding name of city, zone within large city following name of city—*8000 München 23*) telephone number in many areas in groups of two: *23 23 67.* Is able to express wants in routine situations with simple phrases, such as *Ein Zimmer ohne Bad, bitte; Ein Bier, bitte; Wievel kostete eine Postkarte nach U.S.A. per Luftpost?* and to ask directions such as *Wo ist hier die Schellingsstrasse?* Understands the need to go to specialty shops such as *die Metzgerei, die Bäckerei, die Konditorei* to buy certain foods but is also aware of the offerings in supermarkets and department stores. Is aware of the use of the metric system and can function in it, using such phrases as *Ein Kilo Orangen* and *200 Gramm Leberwurst.* Is aware of different meal schedules as well as the usual content of each: breakfast, light, without either warm cooked meats or eggs other

than boiled; noon meal, the main meal of the day, heavy, but usually without a rich dessert; often, late in the afternoon, coffee and a pastry; evening meal, light, usually consisting of cold meats, salads and cheese. Knows how to use public transportation systems, whether to buy ticket from an automat, a ticket agent or a conductor. Is generally aware that small tips are expected in addition to the tip and service charge that have been added to the bill in restaurants and cafes. Is generally aware that tips are expected in other service areas such as hotels and bars. May make errors as the result of misunderstanding or misapplying assumptions about the culture, such as not tipping a gas station attendant or arriving too early for a dinner invitation.

Advanced

Limited social competence. Handles routine situations successfully with a culture bearer accustomed to foreigners. Though home culture predominates, shows comprehension of common rules of etiquette, of titles of respect, of importance of dressing according to the occasion in more formal society. Is aware of taboos and sensitive areas of the culture and avoids them. Shows comprehension of guest etiquette, such as bringing the hostess a small gift (chocolates or flowers), keeping both hands on the table while dining, holding the knife in the right hand, understanding that the kitchen is off-limits unless invited, offering food and cigarettes to others before taking them oneself. Knows how to use the phrases commonly used at table, such as *Guten Appetit;* and while drinking, such as *Zum Wohl* and *Prost.* Is aware of gifts as expression of friendship, personal esteem or gratitude. Knows appropriate gift for various occasions, knows the basic guidelines for presenting flowers. Knows how to accept gifts graciously. Knows conventional phrases for accepting invitations, such as *Sehr gern,* as well as for refusing them, such as *Vielen Dank für die Einladung, aber ich kann leider nicht kommen.* Knows how to apologize with such phrases as *Pardon; Entschuldigen Sie; bitte, vielmals,* or *Das tut mir furchtbar leid.* Can make introductions and can introduce self in both informal and formal situations. Knows how to use the telephone. Answers by giving the last name, calls by saying *Hier ist...* Knows how to ask for a third party: *Ich möchte, bitte,...sprechen.* Knows how to leave a message: *Könnten Sie, bitte,...ausrichten, dass...* Is able to shop in both large and small stores and to ask for specific items, using such expressions as *Ich hätte gern ein Sporthemd, Grösse 38; Der Schnitt gefällt mir schon, aber die Farbe nicht; Haben Sie vielleicht etwas in einer niedrigeren Preislage.* Is able to do routine banking, using such phrases as *Ich möchte, bitte, Dollarreiseschecks in DM wechseln; Wie steht der Dollar heute? Ich möchte, bitte, einzahlen; Ich möchte, bitte, abheben; Ich möchte, bitte, ein Scheck einlösen.* Knows how to handle routine business at the post office, including telephone and monetary service provided there, using such phrases as *Geben Sie mir zehn Neunziger, bitte; Einschrieben, bitte; Ich möchte ein Personengespräch mit Herrn Bianco in Italien führen; Ich möchte bitte Geld überweisen.* Is not competent to take part in a formal meeting or in a group where several persons are speaking informally at the same time.

Superior

Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar situations with ease and sensitivity, including some involving common taboos, or some that are otherwise emotionally charged. Comprehends most non-verbal responses. Laughs at some culture related humor, such as imitation of substandard speech, imitation of foreign accents, and references to stereotypes within the culture. In productive skills, neither culture dominates, nevertheless makes appropriate use of cultural references and expressions, such as colloquial phrases (*gottseidank, Mein Gott*) and idiomatic phrases (*Er hat sie nicht alle; Ich drücke dir die Daumen*). Understands more colloquial and idiomatic phrases than can use, such as *Gute Miene zum bösen Spiel machen* and *Der langen Rede kurzer Sinn.* Generally able to distinguish between formal and informal registers of speech, such as *Ich war wie aus den Wolken gefallen* vs. *Mir blieb die spucke weg.* Uses titles of respect correctly. Discusses abstract ideas relating to foreign and native culture and is aware of areas of difference. Has some awareness and understanding of typical German characteristics and expressions such as *Gemütlichkeit, Wanderlust, Sehnsucht, ein schönes Gesprach* vs. small talk. Has some understanding of the role that German history, literature, folklore and music play in the everyday life and attitudes of the people. Is aware of differing attitudes toward religion and the church in various parts of German-speaking areas. Is aware of various social classes and of the feelings of members of a given social class toward members of other social classes. Can discuss current events as well as fields of personal interest and can support opinions, but is generally limited in handling abstractions. Is aware that people do not generally accept criticism of their country from foreigners although they may be quite free to criticize aspects of their own country themselves. Minor inaccuracies occur in perception of meaning and in the expression of the intended representation but do not result in serious misunderstandings, even by a culture bearer unaccustomed to foreigners.

Near-Native Competence

Full social and professional competence. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing; no longer assumes that own culture is "the way it is." Fits behavior to audience. Can council, persuade, negotiate, represent a point of view, describe and compare

features of the native and target cultures. In such comparisons, can discuss geography, history, institutions, customs and behavior patterns, current events and national policies. Perceives almost all unverbalized responses (gestures, emotional reaction) and recognizes almost all allusions, including historical (*Der alte Fritz* or *Der Lotse geht von Bord*) and literary commonplaces (*die Gretchenfrage; Es irrt der Mensch, solang er strebt*). Laughs at most culture-related humor, such as imitations of regional dialects and allusions to popular figures in public life and in the media. Uses low frequency idiomatic expressions (*Das geht auf keine Kuhhaut*), sayings (*Er säuft wie ein Besenbinder*) and proverbs (*Was Hänschen nicht lernt, lernt Hans nimmernmehr*). Controls formal and informal register of the language. Knows when and how to offer the *du* form of address and understands the implications of doing so. Has lived in the culture for a long time and has studied it extensively. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography and past events of significance.

Native Competence — Native competence. Examinee is indistinguishable from a person raised and educated in the culture.

The six functions listed in Level I are sequential. They proceed from memorization of utterances to more sophisticated levels of discourse in which the student is expected to apply grammatical generalizations to express meaning spontaneously. The grammatical, vocabulary, and cultural topics in Level I are also listed in a sequence. However, the actual order of presentation will depend upon the textbook and materials used in the course. Many of the verbs, vocabulary items, and idioms will be introduced early in memorized sequences without being fully internalized in terms of grammatical mastery. For example, in Level I, Function 1, after the first few weeks of instruction students can be expected to respond to questions such as the following:

Q. ¿Cómo te llamas? **A. Me llamo María.**

Q. ¿Te gusta el fútbol? **A. Sí, me gusta el fútbol.**

Students can be expected to engage in such speech acts even though the full formal introduction of the reflexives and the indirect object pronoun will not occur until Level II.

As teachers proceed through Levels II, III, and IV, they should constantly re-enter the material from earlier levels through reviews, warm-ups, and drill exercises, so that students can thoroughly internalize the material. Through this process, students gradually make the vocabulary and grammar a natural part of their language functioning.

Level I Basic Curriculum Content
Basic Survival in the Classroom
(150 Contact Hours)

Overview—Level I	Verbs & Word Order
Students will*	• Present tense of commonly used, regular -ar, -er, -ir verbs
1. Understand and produce memorized utterances and sequences in oral and written form.	• Word order and intonation in declarative and negative sentences
2. Develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions.	• Word order and intonation in yes/no and information questions
3. React, in a limited way, in a social situation without complications.	• Present tense of selected irregular verbs—ser, estar, ir, tener, saber, salir, decir, venir, hacer, dar
4. Understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.	• Present tense of selected stem-changing verbs
5. Show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.	• Selected forms of certain verbs—llamarse (me llamo, te llamas, se llama), gustar (me gusta, te gusta, le gusta, me gustaría, te gustaría), permitir (me permite), sentir (lo siento)
6. Write or give orally a limited description of two-four single sentences about the known and concrete environment, given a topic or visual aid.	• Selected forms of verbs expressing agreements and disagreements—estar de acuerdo, dudarlo
	• React to imperatives in the classroom
	• Memorized automatic pairs of future, using ir + a + infinitive
	• Present tense + adverbs to indicate futurity
	• Differences between jugar and tocar
	• Memorized or automatic pairs of regular preterit of commonly used -ar, -er, -ir verbs
	• Infinitive used after conjugated verbs
	• Preterit of regular verbs
****Note: These items are re-entered and used communicatively in the following Level I functions.*	

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	• Singular and plural of common nouns with their definite and indefinite articles • Singular and plural of subject pronouns • Possessive adjectives • Possession with **de** • Contractions **al** and **del** • Descriptive adjectives, agreement and syntax • Demonstrative adjectives • Prepositions **en, sobre, cerca de, lejos de, a, con, sin, para, por** • Adverbs of quantity, degree, and time (e.g., **muy, mucho, poco, bien, ayer, mañana, hoy**) • Interrogative expressions—**¿Dónde? ¿Cuándo? ¿Cuál? ¿Qué? ¿Cuánto? ¿Por qué? ¿Quién? ¿Cómo? ¿Cuántos?** etc. • Prepositional pronouns • Rejoinders and interjections • Expressions **tener** expressions **hace** with weather **hay** **a la derecha, a la izquierda** • Selected forms of **llamarse** and **gustar** • Expressions of agreement • Expressions of confusion • Negation • Affirmative and negative words (e.g., **algo, nada, tambien, tampoco**)	• Health • Greetings • Leave-takings • Weather • Time • Age • Days of the week • Months • Seasons • Alphabet • Cardinal numbers to 1000 • Color • Family • Rooms of the house • Personal activities • Meals • Food • Clothing • Body parts • Classroom objects • Classroom routine • Classes • Names • Interjections • Rejoinders • Sports • Leisure activities	• Appropriate songs, rhymes, poems, proverbs • Geographical areas where Spanish is spoken and basic geographical terms (north, south, etc.; street maps) • Common gestures and non-verbal communication (embrace, kiss, space) • Typical names • Reading and writing addresses, phone numbers in Spanish fashion • Lack of capitalization (days of week, months, yo, etc.) • Spanish syntax in expressing dates and abbreviation of dates • Recognition of 24-hour clock and Hispanic concept of time • Currency in Spanish-speaking countries • Reaction to health situations • Awareness of varied register levels in greetings (e.g., **Buenos días, Hola**) • Family structure, including godparents • Daily life in Hispanic culture—food, school, sports, holidays, pastimes, clothing

Functions Applying Memorized Material from Level I Overview

Function	Verbs & Word Order
1. Students will understand and produce memorized utterances and sequences in oral and written form.	
a. Respond to basic questions used in class, dealing with health, weather, time **¿Cómo estás?** **Estoy bien, gracias.** **¿Estás enfermo(a)?** **No, no estoy enfermo(a).** **¿Hace buen tiempo hoy?** **Sí, hace buen tiempo.** **¿Qué hora es?** **Son las diez.** b. Repeat such basic questions, asking them of another student c. Recite sequences, such as the alphabet, days of the week, months, seasons, numbers d. Respond to visual cues dealing with colors, time, members of the family, rooms of house, body parts e. Understand and recite orally songs, rhymes, and sayings	- Present tense of commonly used regular **-ar, -er, -ir** verbs - Present tense of selected irregular verbs—**ser, estar, tener** - Word order and intonation in declarative, affirmative, and negative sentences - Word order and intonation of yes/no and information questions

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	- Singular and plural of common nouns with their definite and indefinite articles - Singular and plural of subject pronouns - Possessive adjectives - Possesaion with **de** - Contractions **al** and **del** - Appropriate descriptive adjectives, agreement and syntax - Demonstrative adjectives - Appropriate prepositions—**a, de, en, con, sin, para, por** - Appropriate adverbs—**hoy, mañana, bien, mal, así así, cerca, lejos** - Appropriate interrogatives—**¿Cómo? ¿Qué? ¿Quién? ¿Dónde? ¿Cuándo? ¡Cuál?** etc. - Expressions—**tener** expressions and **tener + que +** infinitive, **hace** with weather, **hay, a la derecha,** etc.	- Alphabet (oral mastery) - Days of week, months, seasons - Numbers 1-100 - Weather, thermometer - Health - Colors - Time - Family - Rooms of the house - Body parts	- Reading and writing numerals in Spanish fashion; addresses, phone numbers - Lack of capitalization (days of the week, months, **yo**, etc. - Recognition of 24-hour clock - Spanish syntax in expressing dates and abbreviation of dates - Hispanic concept of time

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
2. Students will develop listening, speaking, reading, and writing skills to be able to meet survival needs in the classroom dealing with recurring events and functions. a. Seek information **¿En qué página?** **¿Cuál es el ejercicio?** b. Express confusion or lack of understanding **¿Cómo? No comprendo.** **Repita, por favor.** c. Follow directions **Abran el libro, por favor.** **Contesten en español.** d. Make excuses **No tengo lápiz.** **Mi taréa está en casa.** e. Ask permission **¿Se puede hablar en inglés?** **¿Me permite salir?** f. Express emotions **¡Caramba! ¡Qué bueno!** **¡Ay de mí!**	- Word order and intonation of yes/no and information questions - Negative statements (**no sé, no sabes, no comprendo**) - React to singular and plural imperatives of verbs commonly used in classroom activities—**abrir, contestar, decir, escribir, escuchar, leer, repetir, terminar, sentarse, levantarse, venir** - Selected forms of certain verbs—**me permite, me gustaría, lo siento**
3. Students will react, in a limited way, in a social situation without complications. a. Understand and use appropriate greetings and leave-takings **Buenos días, señora García.** **Hasta mañana, Carlos.** b. Understand and pronounce typical male and female names **Me llamo Jesús.** **Don Diego es el amigo de mi padre.** c. Understand and give personal information in one- or two-sentence sequence, such as name, age, family members **Me llamo María.** **Tengo dieciséis años.** **Tengo dos hermanos y un perro.**	- Appropriate verbs in the present including **ser, estar, tener** - Present tense of selected forms of **llamarse—me llamo, te llamas, se llama** - Word order and intonation in declarative, affirmative, and negative sentences - Word order and intonation of yes/no and information questions

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	- Appropriate additional interrogatives —**¿Cuánto? ¿Cuántos(as)? ¿Por qué?** - Appropriate additional nouns, pronouns, and adjectives - Appropriate additional prepositions —**sobre, cerca de, lejos de**, etc. - Appropriate adverbs—**tarde, esta noche**, etc. - Interjections and rejoinders of pleasure, surprise, disappointment, frustration—**¡Qué bueno! ¡Qué malo! ¡Qué barbaridad! ¡Qué lata! ¡Por Dios! ¡Caramba! ¡Estupendo! ¡Ay de mí! ¿Verdad?** - Appropriate **tener** expressions - Expression of confusion—**Repita, por favor. ¿Cómo?**	- Classroom objects - Classroom routine - Homework - Rejoinders and interjections	- Appropriate songs, rhymes, poems, proverbs - Polite register—**por favor, con mucho gusto, gracias, de nada, perdón, lo siento**
	- Appropriate nouns, pronouns, and prepositions - Appropriate possessive adjectives - Appropriate adjectives following **ser** **Mi tía es buena.** **Mi hermano es simpático.** - Appropriate adjectives following **estar** **Mi madre está bien.** **Mi hermana está contenta.** - Appropriate possessive adjectives - Appropriate adverbs	- Names (typical male and female) - Age - Family - House - Animals - Body parts - Appropriate greetings and leave-takings **Hola. ¿Qué tal?** **¿Qué hay?** **Adiós. Hasta la vista.**	- Appropriate songs, rhymes, poems, proverbs - Courtesy expressions—polite to adults, informal to peers - Common gestures and non-verbal communication— space, handshake, embrace, kiss - Names and titles—**don, doña, señor, señora** - Surnames - React to health situations (e.g., for a sneeze—**Salud, Jesús.**)

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
4. Students will understand and answer in one sentence, in oral and written form, a structured question (yes/no, either/or) about real, personal experiences.	
a. In the present **¿Estudias mucho?** **No, no estudio mucho.** b. In the past **¿Dormiste bien anoche?** **Sí, dormí bien anoche.** c. In the future **¿Vas tú al cine mañana?** **No, no voy al cine mañana.** Using ir + a + infinitive. **¿Vas a jugar al fútbol?** **Sí, voy a jugar al fútbol.**	– Present tense of selected stem-changing verbs—**empezar, volver, cerrar, jugar, dormir,** etc. – Present tense of irregular verbs—**venir, hacer, salir, dar, decir,** etc. – Future with ir + a + infinitive – Differences between **jugar** and **tocar** – Preterit of regular **-ar, -er, -ir** verbs

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	- Adverbs and adjectives of time (past and future)—**anoche, ayer, el año pasado, mañana, la próxima, semana,** etc. - Appropriate nouns, pronouns, adjectives, prepositions, and other parts of speech - Expressions **Por la mañana.** **Por la tarde.** **Por la noche.**	- Leisure time - School events - Vacations - Sports - A typical school day	- The Hispanic family, including godparents - Birthdays and saint days - Appropriate songs, rhymes, poems, proverbs - Vacations in Hispanic culture - Weekends in Hispanic culture - Sports in Hispanic countries - School system in Hispanic countries

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
5. Students will show, in oral and written form, some spontaneity and creative language use in response to an oral or written question or a situation or visual.	
a. Respond realistically to basic questions used daily in class, dealing with health, weather, and time **¿A qué hora vas?** **Voy a las tres.** b. Manipulate memorized materials to fit the situation **¿Qué día es hoy?** **Hoy es viernes.** **¿Qué tiempo hace hoy?** **Hoy hace mal tiempo.** c. Give one-sentence description of items, using adjectives of color and size **Mi perro es blanco y pequeño.** d. Give one-word or one-sentence answers to factual questions based on cultural information from countries where the language is spoken **¿Dónde está Nicaragua?** **Nicaragua está en Centro América.** **¿Cuál es la capital de la Argentina?** **La capital de la Argentina es Buenos Aires.** e. Express likes/dislikes in single sentences using concrete vocabulary on topics such as food, clothing, colors, classes in school **Me gusta comer tacos.** **No me gustan las clases de matemáticas.** f. Express agreement and disagreement with other students' likes and dislikes **A mí me gusta comer tacos.** **A mí también.** **No me gusta el libro.** **A mí tampoco.**	– Present and preterit tenses of regular verbs. – Selected forms of **gustar—me gusta, te gusta, me gustaría, te gustaría** – Selected forms of verbs expressing agreements or disagreements—**estar de acuerdo, dudarlo,** etc.

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	- Appropriate nouns, pronouns, and adjectives - Prepositions and adverbs of location and distance - Adverbs of quality and quantity—**más, menos, bastante, mal, bien, mucho, poco** - Affirmative and negative words—**algo, nada, también, tampoco** - Expressions—**claro, por supesto, como no, que va, ni hablar, menos mal**, etc.	- Vocabulary relating to health, weather, time, days, dates, seasons, alphabet, numbers, colors, and classroom objects - Geographical directions—**norte, sur, este, oeste** - Clothes - Foods - Sports - Leisure activities - Holidays	- Appropriate songs, rhymes, poems, proverbs - Geographical areas where Spanish is spoken and basic geographical names - Street maps and Spanish street names and numbers - Currency in Spanish-speaking countries - Abbreviating dates, ordinal for first of month, addresses, phone numbers - Social customs in daily living—e.g., having a meal, holidays, foods - Pastimes in Spanish-speaking world—e.g., outdoor cafes, parties, going out - Clothing in Spanish-speaking world

Functions Applying Memorized Material from Level I Overview (*continued*)

Function	Verbs & Word Order
6. Students will write or give orally a limited description of two-four single sentence utterances about the known and concrete environment, given a topic or visual aid.	– Present and preterit tenses – Infinitive used after conjugated verbs **Prefiero jugar al fútbol.**

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	- Appropriate nouns, pronouns, adjectives, adverbs, and prepositions	- Family - Oneself - Classroom - Home - Weather - Seasons	- Known cultural items cued by a topic or visual aid - Appropriate songs, rhymes, poems, proverbs
	By the end of Level I, students' proficiency range will be *novice low* to *novice high*. Students will perform in a manner that is comprehensible to a native speaker who is patient and used to dealing with non-native speakers. Phonological and grammatical errors are frequent. They are expected and even accepted as long as they do not interrupt the comprehensibility of the interchange.		

Level II Basic Curriculum Content
Basic Survival in the Target Culture
(300 Contact Hours)

Overview—Level II	Verbs & Word Order
Students will*	*Review and re-entry of Level I*
1. Be able to get into, through, and out of typical cultural situations.	• All Level I verbs in the present, preterit, and imperfect tenses
2. Be able to tend to their welfare in the target culture.	• **Ir a** + infinitive
3. Be able to interact socially in an appropriate manner.	• Formal commands
	• Present tense of common reflexive verbs to give personal information, common stem-changing verbs, common irregular verbs
	• **Tener** expressions
	• **Acabar de** + infinitive
	• Differences between **saber** and **conocer**
	• Differences between **ser** and **estar**
	• Polite verb forms—**pudiera, le gustaría, quisiera**
	• Forms of **gustar, faltar, doler**
	• Word order in affirmative, negative, and interrogative statements
****Note: These items are re-entered and used communicatively in the following Level II functions.**	

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Level I • Appropriate use of single direct and indirect objects in affirmative, negative, interrogative, and commands • Appropriate use of interrogatives • Basic adverbs • Differences between **por** and **para** • Indefinite affirmative and negative pronouns—**algo, nadie** • **Hace** with expressions of time • Basic adjectives and nouns dealing with contrasts, professions, nationality, and physical and emotional states	*Review and re-entry of Level I* *Situations such as* • Ask for and follow directions • Get a hotel room • Order a meal • Make an appointment • Use the post office • Make a phone call • Use public transportation • Pass through customs • Shopping • Cash a check or change money • Social encounters • Tend to one's physical welfare *Topics such as* • Personal information • Professions • Emotional and physical health and well-being • Nationalities and countries • Recreational pursuits • Daily activities	*Review and re-entry of Level I* • Knowing how to react in the situations listed under *Topics and Vocabulary* • Understanding and using the monetary systems of Hispanic countries • Recognizing and using signs for streets, public transportation, and public services • Understanding regulations and procedures involving customs, the post office, public transportation, and other public services • Locating necessary sources of information and help • Shopping in the Hispanic culture • Dining out • Geography, cities, and major landmarks in the Hispanic world

Functions Applying Memorized Material from Level II Overview

Function	Verbs & Word Order
1. Students will be able to get into, through, and out of typical cultural situations. a. Make simple inquiries orally to seek information **¿Dónde está?** **¿Cuánto cuesta?** **¿Cómo se llama?** b. Gather information by reading or listening c. Get people to restate things more simply or slowly – Polite commands **repita, espere, por favor.** – Try to paraphrase **Ud. dice que** **Ud. quiere decir** – Repeat with interrogative intonation **¿Yo voy a la esquina?** – Polite interjection **Perdóneme, no comprendo. ¿Cómo?** d. Complain or refuse politely **Quisiera volver a casa.** **No me gustaría ir al cine.** e. Give more extended personal information **Mi hermana se llama María.** **Yo estudio español.**	*Review and re-entry of Level I* – Simple question and answer formation in the present, preterit, and imperfect of commonly used regular and irregular verbs – Future with **ir a** + infinitive – Differences between **saber** and **conocer** – Formal commands – Forms of **gustar, interesar, agradar, importar, faltar** in negative and affirmative – Present tense of common reflexive and stem-changing verbs – Differences between **ser** and **estar** – **Acabar de** + infinitive

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Level I - All other parts of speech from Level I - Interrogatives of time, location, and quantity such as **de dónde, con quién, a qué hora** - Interrogative forms of **hay** - Direct and indirect objects - Comparatives—**más, menos** - Expressions—**despacio, otra vez** - Expressions of contrast—**otro, diferente, ni ... ni, o ... o** - Nouns and adjectives including professions, nationality, physical and emotional descriptions of people	*Review and re-entry of Level I* - Ask for and follow directions - Get a hotel room - Order a meal - Give extended personal information - Use the post office - Use public transportation - Professions - Nationalities and countries - Daily activities	*Review and re-entry of Level I* - Read timetables, menus, newspaper or magazine announcements - Recognize abbreviations (**EE.UU., PD, S.A.**, etc.) - Recognize and use signs for public transportation and public services - Understand customs procedures and regulations - Use appropriate register levels and intonations - Use varied and appropriate register levels with selected conditional and past forms to be polite and other forms to be emphatic - Awareness of appropriate topics of conversation. Offer personal information at will, but avoid inquiries on personal topics such as age, religion, salary, politics, etc.

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs & Word Order
2. Students will be able to tend to their welfare in the target culture.	*Review and re-entry from Level I*
a. Express physical discomfort and needs in a social situation **Tengo sed.** **Necesito descansar.** **Necesito ir al baño.**	- Expressions with **tener—sed, calor, hambre, ganas de, que**, etc. - Forms and use of **necesitar, doler, faltar**, etc. - Polite verb forms—**quisiera, me gustaría, me puede ayudar**, etc.
b. Describe medical/physical needs in very simple terms in a medical setting **Me duele el estómago.** **Tengo fiebre.**	- Formal commands and interrogatives of known verbs - Other important verbs—**querer, costar, valer, comprar, vender, cambiar, cobrar, desear**, etc.
c. Request help in attending to needs and/or uncertainties **Quisiera comprar un billete.** **Me hace falta un tenedor.** **Con permiso**	
d. Buy basic items in street markets or various stores **¿Cuánto vale el sombrero?** **Es muy caro.**	
e. Cash a check and change money **Me gustaría cobrar el cheque.** **Necesito cambiar dinero.**	
f. Buy non-food survival items **¿Tiene aspirinas?** **¿Cuánto cuesta?**	

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Level I - Definite articles with body parts - Adjectives regarding physical state —**enfermo, exhausto, roto**, etc. - **Hace** with expressions of time - Adverbs of degree—**muy, casi, poco**, etc. - Comparatives—**más...que, menos...que, tan...como** - Interrogatives - Word order in questions - Indefinite pronouns—**alguien, algo, nada, nadie**, etc. - Uses of **por** and **para** - **Con permiso** - Expressions of quantity—**kilos, metros, cuánto**, etc. - Adjectives and adverbs of quantity - Comparatives—**más grande, menos caro**, etc.	*Review and re-entry of Level I* - Types of illness and physical discomfort, body parts, foods, and beverages - Simple descriptions of illness and medicines - Directions and locations - Plan and make arrangements for daily activities, including typical recreational pursuits (movies, theater, etc.) - Food items, names of stores, names of shopkeepers - Numbers, monetary and banking terms - Newspapers and magazines, items for personal hygiene (notions and drugstore items), tobacco products, clothing, and other articles needed for daily living	*Review and re-entry of Level I* - Locations for obtaining help —**la clínica, la farmacia, la casa de socorro**, etc. - Eating patterns in the Hispanic culture - Varied types of eating establishments—**el café, el restaurante, la cantina**, etc. - Home remedies for illness; self-prescribed drugs without doctor's advice - Enlist help from friends or neighbors to obtain information - Open-air market and how it operates (dealing with the producer, bringing own container, sanitary conditions, etc.) - Bargaining appropriately when applicable - Appropriate linguistic and physical behavior when shopping depending on type of shop - Hispanic money, banking hours, practices, linguistic and social interaction, travelers checks, credit cards, and calculating exchange rate - Locations for cashing checks and exchanging money

Functions Applying Memorized Material from Level II Overview (*continued*)

Function	Verbs & Word Order
3. Students will be able to interact socially in an appropriate manner.	*Review and re-entry of Level I*
a. Use a variety of appropriate greeting, leave-taking, and social formulas (expressing politeness, apologizing, excusing oneself) **Con permiso** **Lo siento.** **Buenas noches.**	- **¿Quisiera Ud.? Yo quisiera. ¿Pudiera Ud.? Yo pudiera.** - Formal commands and interrogatives of known verbs - **Vamos a** meaning "Let's" - Verbs followed by infinitives - Forms of **invitar—le invito, me invitas,** etc.
b. Issue and react to simple invitations **¿Podría Ud. venir a cenar?** **¿Quieres tomar algo?** **Si, con mucho gusto.**	
c. Arrange a meeting with someone at a specific time, place, and date **Vamos a cenar al hotel a las 8:00.** **¿Puedes ir al cine?**	
d. Use common and appropriate telephone phrases **Bueno.** **Hola.** **Diga.** **¿De parte de quien?** **¿Desea dejar un recado?**	

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Level I	*Review and re-entry of Level I*	*Review and re-entry of Level I*
	- Prepositions of location and time—**antes de, después de, cerca de, en,** etc. - Interrogative pronouns, adjectives, and adverbs	- Expressions of courtesy in social and personal interactions **Quiero presentarle . . .** **Mucho gusto.** **El gusto es mío.** - Rejoinders of acceptance or rejection—**lo siento, con mucho gusto, tengo un compromiso,** etc. - Express pleasure and regret—**que lástima, estupendo, me interesa mucho,** etc. - Numbers, locations, directions, dates, common business terms (names of businesses, personnel, etc.) - Telephone phrases, including formulas for opening and closing conversations in various registers	- Appropriate linguistic and physical behaviors in various types of social interactions—dining at someone's home, on a date, etc. - Patterns, customs, and activities of friendship and dating - Leisure activities - Telephone usage—location and cost of public phones, **fichas,** appropriate reasons for calls, procedures for use, operator assistance, typical phone numbers, phone book
	By the end of Level II, students' proficiency range will be *novice high* to *intermediate low*. Grammatical errors still appear in morphology and syntax patterns (especially in those dissimilar to English patterns) but subject/verb agreements are made with commonly used verbs, as are number agreements on nouns/articles. Phonological and grammatical errors are fewer than in Level I, but still occur frequently enough to mark the student distinctly as a foreigner. Students will be understandable to natives used to dealing with non-native speakers.		

Levels III & IV Basic Curriculum Content
Living and Functioning Socially in the Target Culture
(Level III—450 Contact Hours, Level IV—600 Contact Hours)

Overview—Levels III & IV	Verbs & Word Order
Students will*	*Review and re-entry of Levels I and II*
1. Particiapte actively using oral and written forms.	• All verbs of Levels I and II in present, preterit, and imperfect
2. Go beyond immediate events to narrate and describe in the past, future, and present in oral and written forms.	• Irregular verbs not covered in Levels I and II in present, preterit, and imperfect • Differences between imperfect and preterit • Present-perfect tense
3. Explore options in a situation and handle difficulties and unexpected events.	• Impersonal **se** (**Se habla español.**) • Passive **se** (**Se venden libros.**) • **Ir a** + infinitive for expressing future • **Hace...que** and verb (present) • **Hace...que** and verb (preterit) • Polite register of verbs (**quisiera, me gustaría, pudiera**) • Subjunctive Present subjunctive used with emotion (**Me alegro de que**) impersonal (**Es necesario que**) causing (**Quiero que**) doubt (**Dudo que**) denial (**Niego que**) **adjective (**Busco una secretaria que**) **adverb (**Lo veré cuando**) **indirect commands (**Que te mejores**) Past subjunctive used with sequence of tenses **Recognitional knowledge of: pluperfect present progressive past progressive future conditional past subjunctive in si clause
**Note: These items are re-entered and used communicatively in the following Level III and Level IV functions.*	***Level IV*

Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
Review and re-entry of Levels I & II • Use of double object pronouns in affirmative and negative statements, interrogatives, and imperative sentences • Position of pronouns with conjugated verbs and infinitives • Position of adjectives to change meaning • Transitional words and phrases (**después, entonces**) • Causality phrases (**por eso, por lo tanto, a causa de**) • Possessive pronouns • Relative pronouns **Conozco al chico que toca la guitarra.** **Es la escuela donde estudio.** • Expanded use of definite article **Los españoles son intersantes.** **El doctor Pérez vive con don Carlos.** • Expressions of approval (**Está bien.**) disapproval (**No está bien.**) valuing (**Me gusta.**) agreeing (**Estoy de acuerdo.**) disagreeing (**No estoy de acuerdo.**) disbelief (**Lo dudo.**) • Common slang	*Review and re-entry of Levels I and II* • Relationships • Residence • Hobbies • Pastimes • Personal interests • Opinions and feelings • Daily routine • Weekend and evening activities • Current events • Politics • Aesthetic pursuits (movies, theatre, TV, books, magazine articles, art) • Special personal events (family get-togethers, weddings) • Holidays and other special events • Various modes of travel • Travel abroad • Geography	*Review and re-entry of Levels I and II* • Family, extended family, and personal relationships • Types of work • Appropriate behavior in social and work situations (acceptable topics of discussion, etiquette, expressing displeasure or disagreement politely either verbally or non-verbally) • Holidays and other special events • Typical reading materials (books, newspapers, magazines) • Media • Current events • Politics as a perennial and non-personal topic of debate, and the importance of being well informed on politics and current events in the Spanish-speaking countries, the USA, and the rest of the world • Geography • Various modes of travel • Travel abroad • Restaurants and meals in Spanish-speaking countries

Level III—450 hours
Level IV—600 hours

Note: The development of functions and proficiency spanning 300 to 600 contact hours is described in this section. **This does not imply that students in Levels III and IV should be taught together in one class; Level III is considered to be a prerequisite to Level IV.** The proficiency descriptions for the two levels are in one section because students may acquire the functions at various times, depending on individual acquisition sequences and the teacher's materials and instructional approach. However, by the end of 600 contact hours (i.e., after four consecutive levels of instruction) student proficiency is likely to appear in the functions, content, and accuracy described.

Functions Applying Memorized Material from Levels III & IV Overview

Function	Verbs & Word Order
1. Students will participate actively using oral and written forms.*	*Review and re-entry of Levels I and II*
a. Understand questions about themselves **Sí, me interesa mucho el fútbol.** **No, no tengo, pero busco novio.** b. Ask others for information about themselves **¿Te interesan los deportes?** **¿Tienes novio?** c. Understand extended answers to their questions	– All verbs of Levels I and II in present, preterit, and imperfect – Irregular verbs not covered in Levels I and II in present, preterit, and imperfect – Word order and intonation in interrogative use – **Hace...que** and verb (present) – **Hace...que** and verb (preterit) – Word order and intonation in affirmative and negative sentences – Use of infinitive after prepositions
2. Students will go beyond immediate events to narrate and describe in the past, future, and present in oral and written form.	
a. Recount a sequence of events that happened to them or someone else **Cuando iba a la escuela, me levantaba muy tarde.** **Cuando venía de la escuela, vi un accidente.** b. Summarize a movie, TV program, book, magazine article, etc. **Me gustó porque...** **La película trataba de...** c. Discuss current events and express a reaction to them in simple, factual terms **Hubo una reunión de la Naciones Unidas.** **El president pide que...** d. Discuss plans for a future event (picnic, holiday, trip, etc.) **¿ Piensas viajar este verano?** **María dice que su familia celebra...** e. Understanding others' accounts of all of the above	– Differences between preterit and imperfect – Impersonal **se** – Passive **se** – **Ir a** + infinitive for expressing future ** Present subjunctive ** Future tense ** **Si** clause with conditional and future ** Past subjunctive ** *Level IV*

**Note: In contrast to previous levels, this function is carried out in strings of sentences that begin to resemble short, organized paragraphs rather than single, unrelated, simple sentences; the function may be initiated by the student as well as carried out as a response.*

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Levels I and II	*Review and re-entry of Levesl I and II*	*Review and re-entry of Levels I and II*
	- Interrogative pronouns - Possessive pronouns - Expanded use of definite article - Expressions of approval (**Está bien.**) disapproval (**No está bien.**) valuing (**Me gusta.**) agreeing (**Estoy de acuerdo.**) disagreeing (**No estoy de acuerdo.**) disbelief (**Lo dudo.**)	- Relationships - Residence - Hobbies - Pastimes	- The extended family and personal relationships - Types of work - Appropriate behavior in social and work situations (acceptable topics of discussion, etiquette, expressing displeasure or disagreement politely either verbally or non-verbally)
	- Adverbs of time and location, transitional words and phrases, and causality phrases - Relative pronouns - Position of adjectives to change meaning - Common slang	- Daily routine - Special personal events - Holidays and other special events - Current events - Weekend and evening activities - Aesthetic pursuits	- Family and personal relationships - Types of work - Holidays and other special events - Typical reading materials - Media - Current events - Politics - Geography - Various modes of travel - Appropriate behavior in social and work situations (acceptable topics of discussion, etc.)

Functions Applying Memorized Material from Levels III & IV Overview (*continued*)

Function	Verbs & Word Order
3. Students will explore options in a situation and handle difficulties and unexpected events.	*Review and re-entry of Levels I and II*
a. Suggest alternatives rather than accept the option offered (send back unacceptable food, change a departure time, etc.) **Quiero un cuarto más barato.** **La sopa está fría.** **¿A qué hora sale el próximo avión?** **Necesito más toallas.**	– Polite register of verbs—**quisiera, me gustaría, pudiera,** etc. * Present subjunctive used with emotion, impersonal, causing doubt, denial * Past subjunctive used with conditional in **si** clauses
b. Influence or encourage someone to do something (change places on a train, return a purchase, etc.) **¿Pudiera hacerme el favor de cambiar conmigo?** **¿Pudiera hacerme el fovor de tenerlo para mañana?** **¿Pudiera hacerme el favor de devolverme el dinero?**	
c. Seek explanations for the unexpected (find out why the check for a meal is high, why the credit card is not accepted, etc.) **Creo que hay un error en la cuenta.** **¿Por qué no quiere acceptar la tarjeta de crédito?** **Creo que me ha dado el boleto equivocado.**	
	* *Level IV*

	Other Parts of Speech/Idioms	Topics & Vocabulary	Culture
	Review and re-entry of Levels I and II	*Review and re-entry of Levels I and II*	*Review and re-entry of Levels I and II*
	– Expressions of approval, disapproval, valuing, agreeing, disagreeing, disbelief, common slang – Transitional words and phrases; causality phrases – Placement of pronouns with conjugated verbs and infinitives * Pero and sino	– Personal interests, opinions, and feelings – Daily routine – Weekend and evening activities – Modes of travel – Hotel – Restaurant	– Appropriate behavior in social and work situations (etiquette, expressing displeasure or disagreement politely either verbally or non-verbally), influencing others to change their minds – Numbers, cardinal and ordinal – Travel abroad – Restaurants and meals in the Spanish-speaking countries
	* *Level IV*		
	By the end of Level III and Level IV, the students' proficiency range will be *intermediate low* to *intermediate high*. Students can handle the basic elementary grammatical constructions quite accurately and can use constructions to refer to the past and future in listening, speaking, reading, and writing activities. Errors still occur in grammatical forms and usage. Pronunciation often is faulty but intelligible. While students sometimes miscommunicate and must hesitate or use paraphrasing and fillers, they are likely to be comprehensible to natives not accustomed to dealing with foreigners.		

Provisional Spanish Descriptions—Speaking

Novice—Low Unable to function in spoken Spanish. Oral production limited to occasional isolated words or expressions which have been borrowed into English or which are cognates of English words. Some examples are: *sombrero, taco, ¡olé!* Essentially no communicative ability.

Novice—Mid Able to operate only in a very limited capacity within very predictable areas of need. Vocabulary is limited to that necessary to express simple elementary needs and basic courtesy formulae, such as *Buenos días; ¿Qué tal? Muy bien, gracias; ¿Cuánto es?* Syntax is fragmented, verbs are usually used in the infinitive form, and there is little or no subject-verb or noun-adjective agreement. The majority of utterances consist of isolated words or short formulae. Utterances are marked and often flawed by repetition of an interlocutor's words (*Q: ¿Qué comes por la mañana? *A: Comes por la mañana cereal.*) and frequent long pauses; speakers at this level cannot create original sentences or cope with the simplest situation. Pronunciation is frequently unintelligible and is strongly influenced by the first language. Can be understood only with difficulty, even by persons such as teachers who are used to dealing with non-native speakers, or in interactions where the context strongly supports the utterance.

* Denotes an error characteristic of speakers at this level.

Novice—High Able to satisfy immediate needs using learned utterances. There is no consistent ability to create original sentences or cope with simple survival situations, although there are some emerging signs of spontaneity and flexibility. Can ask questions or make statements with reasonable accuracy only where this involves short memorized utterances or formulae. There is some increase in utterance length, but frequent long pauses and repetition of the interlocutor's words still occur. Most utterances are telegraphic, and errors often occur when word endings and verbs are omitted or confused (e.g., *Sí. *Casa pequeño. *Cuatros cuartos*). Speech is characterized by enumeration, rather than by sentences. Vocabulary is limited to common areas, such as colors, days of the week, months of the year, names of basic objects, numbers up to 100, and names of immediate family members. There is some concept of the present tense forms of regular verbs, particular *-ar* verbs, and some common irregular verbs (*ser, querer, tener*) although use is limited primarily to first person singular. There is some use of articles, indicating a concept of gender, although mistakes are constant and numerous. Use of *qué* and *cómo*, and questions are often syntactically incorrect and semantically inaccurate. May be able to pronounce sounds correctly in isolation (*rr, r, ll, ción*) but cannot do so in words or groups of words. Errors are frequent and, in spite of repetition, may severely inhibit communication even with persons used to dealing with such learners. Unable to make one's needs known and communicate essential information in a simple survival situation.

* Denotes an error characteristic of speakers at this level.

Intermediate—Low Able to satisfy basic survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, can respond to and sometimes initiate simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions such as *¿Cuántos años tienes? ¿Cómo se llama usted? ¿Cuántas personas hay en tu familia?* and *¿Qué estudia usted?*. Can sustain a short conversation on such familiar topics as characteristics of self and family members (name, age, physical description), location and description of home, school, or work place, and other topics that involve an exchange of simple factual information. Can make one's needs known with great difficulty in a simple survival situation, such as ordering a meal, getting a hotel room, and asking for directions. Vocabulary is inadequate to express anything beyond basic information on familiar subjects and elementary needs. Little precision in information can be conveyed and misunderstandings frequently arise because of limited vocabulary, numerous grammatical errors, and poor pronunciation and intonation. There is some control of the present tense of regular and some common irregular verbs and of gender, number and subject-verb agreement. Misunderstandings frequently arise from limited vocabulary and grammar and erroneous phonology, but, with repetition, can generally be understood by native speakers in regular contact with foreigners attempting to speak Spanish. Little precision in information conveyed owing to tentative state of grammatical development and little or no use of modifiers.

Intermediate—Mid Able to satisfy most routine travel and survival needs and some limited social demands. Can ask and answer questions on very familiar topics and in areas of immediate need. Can initiate and respond to simple statements, and can maintain simple face-to-face conversation. Can ask and answer questions and carry on a conversation on topics beyond basic survival needs or involving the exchange of basic personal information, i.e., can talk simply about autobiographical details, leisure time activities, daily schedule, and some future plans. In a simple situation, such as ordering a meal, making purchases, and requesting a hotel room, can deal with details, such as requesting a table for two in a quiet corner, asking for an article

of clothing of a particular color, getting a hotel room with a private bath for a given length of time, or inquiring about modes of payment. Can handle simple transactions at the post office, bank, drugstore, etc. Misunderstandings arise because of limited vocabulary, frequent grammatical errors, and poor pronunciation and intonation, although speakers at this level have broader vocabulary and/or greater grammatical and phonological control than speakers at Intermediate—Low. Speech is often characterized by long pauses. Some grammatical accuracy in basic constructions, e.g., subject- verb agreement, noun-adjective and gender agreement for familiar vocabulary, present tense of regular and some irregular verbs such as *tener, poner, ser, estar, ir.* Can express future time by using *ir a* plus infinitive. May have a concept of past time, but can use only isolated past tense forms which have been learned as vocabulary items. Syntax in most simple declarative sentences is generally correct including placement of most common adjectives. Is generally undersood by persons used to dealing with foreigners.

Intermediate—High

Able to satisfy most survival needs and limited social demands. Developing flexibility in language production although fluency is still uneven. Can initiate and sustain a general conversation on factual topics beyond basic survival needs. Can give autobiographical information and discuss leisure time activities. To a lesser degree, can talk about some past activities and future plans and non-personal topics, such as activities of organizations and descriptions of events, although ability to describe and give precise information in these areas is limited. Can provide sporadically, although not consistently, simple description and narration of present, past, and future events, although limited vocabulary range and insufficient control of grammar lead to much hesitation and inaccuracy. Extended discourse is largely a series of short, discrete utterances; cannot sustain coherent structures in longer utterances by the use of conjunctions or relative clauses. Has basic knowledge of the differences between *ser* and *estar* (physical description, nationality, profession vs. location, temporary health condition), although errors are frequent. Can control the present tense of most regular and the common irregular verbs, and has some control of basic reflexive verbs. May be able to use some direct and indirect object pronouns and occasionally use some knowledge of the preterite of some regular and common irregular verbs (*fui/fue, vi/vio*), but uses them only sporadically. Comprehensible to native speakers used to dealing with foreigners, but still has to repeat utterances frequently to be understood by the general public.

Advanced

Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social and general conversations. Can narrate, describe, and explain in past, present, and future time. Can communicate facts—what, who, when, where, how much—and can explain points of view, in an uncomplicated fashion but cannot conjecture or coherently support an opinion. Can talk in a general way about topics of current public interest (e.g., current events, student rules and regulations), as well as personal interest (work, leisure time activities) and can give autobiographical information. Can make factual comparisons (life in a city vs. life in a rural area, for example). Can handle limited work requirements, needing help in handling any complications or difficulties. Can make a point forcefully and communicate needs and thoughts in a situation with a complication (e.g., finding a bug in the soup in a restaurant, losing traveler's checks). Has a speaking vocabulary sufficient to respond simply with some circumlocutions. Can be understood by native speakers not used to dealing with foreigners, in spite of some pronunciation difficulties. Can usually handle elementary constructions quite accurately such as the present tense of regular and irregular verbs, and preterite and imperfect forms. Can use imperative forms and can occasionally use the subjunctive in indirect commands. Controls comparative and superlative adjectives, relative, interrogative, and simple and double object pronouns, and negatives (*nadie, nada, nunca,* etc.). Syntax, including position of adjectives, is usually correct. Grasps but does not control the basic differences in usage between the preterite and the imperfect (repeated or continuous vs. single action in the past, description vs. narration in the past) so that many mistakes are to be expected. Can link sentences together in limited discourse by using conjunctions and subordinate clauses.

Advanced Plus

Able to satisfy most work requirements and show some ability to communicate on concrete topics relating to particular interests and special fields of competence. Can narrate, describe, and explain in past, present, and future time. Can communicate facts and explain points of view in an uncomplicated fashion consistently. Shows some ability to support opinions, explain in detail, and hypothesize, although only sporadically. Can discuss topics of current interest and personal interest, and can handle routine work requirements and some complications. Can handle situations involving complications that arise in everyday life (see Advanced Level examples) but will have difficulty with unfamiliar situations (e.g., losing a contact lens in a sink drain and going to a neighbor to borrow a wrench). Normally controls general vocabulary with some groping still evident. Speaking performance is often uneven (e.g., strong in either grammar or vocabulary, but not in both). Areas of weakness in grammar can range from simple constructions such as noun-adjective, gender, and subject-verb agreement to more complex structures such as tense usage (imperfect vs. preterite) *ser* and *estar,* and relative clauses. Only sporadic ability to use the present subjunc-

tive. Can regularly use the simple future, or *ir a* plus infinitive to express the future, as well as the present progressive and past progressive tenses. Controls possessive and demonstrative adjectives, and idiomatic expressions such as *acabar de* plus infinitive, *hace* plus preterite (ago), and *hacía* plus imperfect. Uses correct word order of all pronouns (including double object pronouns) and adverbs, such as *ya, todavía, aún.* Often shows remarkable fluency and ease of speech, but under tension or pressure language may break down.

Superior — Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular interests and special fields of competence with reasonable ease. Can support opinions, hypothesize, and conjecture. May not be able to tailor language to fit various audiences or discuss highly abstract topics in depth. Vocabulary is broad enough that speaker rarely has to grope for a word; good use of circumlocution. Pronunciation may still be obviously foreign. Control of grammar is good. Good control of preterite and imperfect (about 70% of the time); uses the present subjunctive appropriately most of the time and the imperfect subjective correctly about half the time. Can use all compound tenses, and can make simple contrary-to-fact statements. *Ser* and *estar* are almost completely controlled, as are reflexives and passive usages. Errors never interfere with understanding and rarely disturb the native speaker.

Provisional Spanish Descriptions—Listening

Novice—Low — No practical understanding of spoken Spanish. Understanding is limited to cognates, borrowed words, high frequency social conventions, and occasional isolated words, such as *universidad, restaurante, gracias, taco, señor.* Essentially no ability to comprehend even short utterances.

Novice—Mid — Sufficient comprehension to understand some memorized words within predictable areas of need. Vocabulary for comprehension is limited to simple elementary needs, basic courtesy formulae and very simple memorized material relating to everyday objects and situations, such as *¿Qué tal? ¿Cómo te llamas?* or *¿Cómo se llama usted?* Utterances understood rarely exceed more than two or three words at a time, and ability to understand is characterized by long pauses for assimilation and by repeated requests on the listener's part for repetition, and/or a slower rate of speech. Confuses words that sound similar, such as *cosa/casa, hombre/hambre, pero/perro.*

Novice-High — Sufficient comprehension to understand a number of memorized utterances in areas of immediate need. Comprehends slightly longer utterances in situations where the context aids understanding, such as at the table, in a restaurant/store, in a train/bus. Phrases recognized have for the most part been memorized: *¿A qué hora sale el tren? ¿En qué le puedo servir? La mantequilla, por favor.* Comprehends vocabulary common to daily needs. Comprehends simple questions/statements about family members, age, address, weather, time, daily activities and interests: *¿Cuántos hermanos tiene usted? ¿Qué tiempo hace hoy?* Misunderstandings arise from failure to perceive critical sounds or endings. Understands even tailored speech with difficulty but gets some main ideas. Often requires repetition and/or a slowed rate of speed for comprehension, even when listening to persons such as teachers who are used to speaking with non-natives.

Intermediate—Low — Sufficient comprehension to understand utterances about basic survival needs, minimum courtesy and travel requirements. In areas of immediate need or on very familiar topics, can understand non-memorized material, such as simple questions and answers, statements, and face-to-face conversations in Spanish. Comprehension areas include basic needs: meals, lodging, transportation, time, simple instructions (e.g., route directions, such as *Siga derecho por tres kilómetros. Doble a la izquierda.*) and routine commands (e.g., from customs officials, police, such as *Pase por la aduana. Abra las maletas, por favor.*). Understands main ideas. Misunderstandings frequently arise from lack of vocabulary or from faulty processing of syntactic information often caused by strong interference from the native language or by the imperfect or partial acquisition of the target grammar.

Intermediate—Mid — Sufficient comprehension to understand simple conversations about some survival needs and some limited social conventions. Vocabulary permits understanding on topics beyond basic survival needs (e.g., personal history and leisure time activities), such as *¿Dónde nació usted? ¿Cuál es su pasatiempo favorito? ¿Qué piensa usted hacer este fin de semana?* Evidence of understanding basic constructions, e.g., subject-verb and noun-adjective agreement; some inflection is understood. Candidate's understanding of grammatical structure allows recognition of future and past references either by verb forms or by adverbs, adjectives, or prepositions of time (*pronto, mañana, ayer, el año pasado, antes, después*).

Intermediate—High — Sufficient comprehension to understand short conversations about most survival needs and limited social

conventions. Increasingly able to understand topics beyond immediate survival needs, such as biographical information in which both past and present/implied future tenses are used (*Yo vivía en el campo cuando era joven.*). Able to comprehend most sentences that feature familiar vocabulary and situations (home, office, school and daily activities; simple purchases; directions). Shows spontaneity in understanding, but speed and consistency of understanding uneven. Limited vocabulary range necessitates repetition for understanding. Understands commoner tense forms, including most question forms, but miscommunication still occurs with more complex patterns (*¿Qué te va a regalar tu novia?*). Can get the gist of conversations, but cannot sustain comprehension in longer utterances or in unfamiliar situations. Understanding of descriptions and detailed information is limited. Aware of basic cohesive features, e.g., pronouns, verb inflections, but many are unreliably understood, especially if other material intervenes (*La camisa que tiene el profesor no me parece muy bonita.*). Still has to ask for utterances to be repeated.

Advanced — Sufficient comprehension to understand conversations about routine social conventions and limited school or work requirements. Able to understand face-to-face speech in standard Spanish spoken at a normal rate, with some repetition and rewording, by a native speaker not used to dealing with foreigners. Able to get the gist of some radio broadcasts. Understands everyday topics, common personal and family news, well-known current events, and routine matters involving school or work; descriptions and narration about current, past and future events; the essential points of a discussion or speech at an elementary level on topics in special fields of interest. For example: *¿Quién ganó las últimas elecciones locales? El Secretario de Estado viajará a Chile mañana para asistir a una reunión con el presidente de ese país; La clase media sufrirá el impacto de la inflación.*

Advanced Plus — Sufficient comprehension to understand most routine social conventions, conversations on school or work requirements, and discussions on concrete topics related to particular interests and special fields of competence. Often shows remarkable ability and ease of understanding, but comprehension may break down under tension or pressure (including unfavorable listening conditions). May display weakness or deficiency due to inadequate vocabulary base or less-than-secure knowledge of grammar and syntax. May be deficient or uneven in completely comprehending conversations or discussions by educated native speakers due to a less-than-adequate knowledge of more complex syntactic structures (tense usage in simple and complex statements, passive voice constructions, relative clauses, word order, subject-object relationships). Still has some difficulty following radio broadcasts. Can sometimes detect emotional overtones. Increasing ability to understand between the lines (i.e., to make inferences).

Superior — Sufficient comprehension to understand the essentials of all speech in standard dialects, including technical discussions within a special field. Has sufficient understanding of face-to-face speech, delivered with normal clarity and speed in standard dialects on general topics and areas of special interest; understands hypothesizing and supported opinions. Has broad enough vocabulary that rarely has to ask for paraphrasing or explanation. Can follow accurately the essentials of conversations between educated native speakers, reasonably clear telephone calls, radio broadcasts, standard news items, oral reports, some oral technical reports, and public addresses on non-technical subjects. May not understand native speakers if they speak very quickly or use some slang or unfamiliar dialect. Can often detect emotional overtones. Can understand "between the lines" (i.e., make inferences).

Provisional Spanish Descriptions—Reading

Novice—Low — No functional ability in reading Spanish.

Novice—Mid — Sufficient understanding of written Spanish to interpret highly contextualized words or cognates within predictable areas. Vocabulary for comprehension limited to simple elementary needs, such as names, addresses, dates, signs indicating names of streets and avenues; building names (*hotel, farmacia, edificio*); short informative signs (*Prohibido Fumar, Entrada* and *Salida, Se Habla Inglés*) and signs with graphic explanations (*Damas* and *Caballeros* with drawings, *Una Vía* with arrow). Material understood rarely exceeds a single phrase and comprehension requires successive rereading and checking.

Novice—High — Sufficient comprehension of written language to interpret set expressions in areas of immediate need. Can recognize all letters of printed and written Spanish, including *ñ, rr, ll,* and is familiar with Spanish punctuation and diacritical marks (¿?, ¡!, ´, ¨). Where vocabulary has been mastered, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus (*pollo, bistec, ensalada, té*), schedules, timetables, maps, signs indicating hours of operation (*Abierto de 9 a 12, Cerrado de 12 a 2*), social codes (*Mantenga Limpia Su Ciudad*), and street signs (*Alto, Ferrocarril,*

Hombres Trabajando). Vocabulary and grammar limited to the most common nouns, adjectives, question words, and a few verb forms. Material is read for essential information. Detail is overlooked or misunderstood.

Intermediate—Low

Sufficient comprehension to understand in printed form the simplest connected material, either authentic or specially prepared, dealing with basic survival or social needs. Able to understand both mastered material and recombinations of the mastered elements kept to the same level. Understands main ideas in material when structure and syntax parallel the native language. Can read brief messages in simple language, either typewritten or in very clear handwriting, such as telephone messages and personal notes about topics familiar to the reader. Recognizes written greetings and other social amenities common to notes and personal letters, such as greetings extended to the family, queries about the well-being of the addressee and family or friends, and expressions used in closings. Can interpret short, simple narratives containing the highest-frequency vocabulary and learned grammatical patterns. These include common verbs in the present tense, *hay/no hay,* many descriptive adjectives, common adverbs of time and manner, and memorized expressions referring to time, weather, etc. Misunderstandings arise often, when syntax diverges from that of the native language, when grammatical cues are overlooked or misinterpreted (e.g., tense and agreement markers or object pronouns), or when the style of handwriting is unfamiliar to the reader.

Intermediate—Mid

Sufficient comprehension to understand in printed form simple discourse for informative or social purposes. In response to perceived needs, can read public announcements to determine who, what, when, where, why, and how much information about such subjects as sporting events, concerts, parades, and celebrations. Can also identify products, prices, and some conditions of sale in popular, illustrated advertising for everyday items, such as food, clothing, work or school supplies, and travel. Can comprehend a note or letter in which a writer used to dealing with non-native readers describes self and family, ages, occupations, residence, personality traits, and common preferences when high frequency vocabulary or cognates are used. Understands general content of headlines in newspapers or article titles in popular magazines, such as *Semana, Hola,* and *Cambio 16,* if the content is familiar or of high interest. Understands facts and follows events in simple narration, authentic or specially prepared or edited when discourse consists of basic NP + VP + NP constructions. Can interpret negation, interrogation in various forms. Is fairly consistent in interpreting present time with present-tense verbs, future with *ir a* + infinitive, and past with basic regular and the eight to 10 most common irregular preterite-tense verbs, but still relies greatly on adverbs (*ayer, antes, después*) to verify relations of events in time. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents and connecting ideas brought together by relative pronouns. Uses guessing strategies to interpret vocabulary consisting of regular cognate patterns, and highly contextualized items. May have to read several times before understanding.

Intermediate—High

Sufficient comprehension to understand a simple paragraph for personal communication, information or recreational purposes. Can read with understanding invitations, social notes, personal letters and some simple business letters on familiar topics. Can identify the main ideas in two to three short paragraphs of simple, non-technical narrative. Can identify main ideas from short items of general interest on familiar topics in popular magazines, such as *Semana, Hola, Activa,* in current familiar news items from major newspapers, and in other informational sources such as travel and publicity brochures. Can read for pleasure some uncomplicated authentic or edited prose and poetry and specially edited texts; material on Hispanic culture and civilization designed for the reader's linguistic level. Guesses at meaning when the context is clear, but relies heavily on a bilingual dictionary. Begins to use future and past (particularly preterite) verb endings to interpret time relations, and can recognize some cohesive factors such as object pronouns and simple clause connectors (*cuando, porque*). Understands statements and questions about likes and dislikes, although may be confused about tense or subject-object. Begins to relate sentences in the discourse to advance meaning, but cannot sustain understanding of longer discourse on unfamiliar topics. Misinterpretation still occurs with more complex patterns (longer sentences with subordinate constructions; reflexives and object pronouns; and most idiomatic expressions).

Advanced

Sufficient comprehension to read simple authentic printed material or edited textual material within a familiar context. Can read uncomplicated, authentic prose on familiar subjects (sports, travel, movies, theater, food, music, current events), news items in newspapers and popular magazines, biographical information in personal letters on family topics. Reads within the limits of identifiable vocabulary some unedited texts, such as prose fiction, from carefully chosen authors, usually contemporary. Such selections might appear in Sunday newspaper supplements, other daily papers, or special anthologies on modern culture. Sources include most major newspapers from Hispanic cities, popular magazines, and news magazines published for the general public (*Visión, Tiempo*). Misunderstandings may stem from lack of comprehension of the cultural or situational context, or from misinterpretation of grammatical clues that have been only partial-

ly assimilated to this point. Has some understanding of past time relations involving preterite vs. imperfect, but typically can recognize only limited present subjunctive meanings. Can follow essential points of written discussion at level of main ideas and some supporting ones with topics in a field of interest or where background exists, although will tend not to be able to draw inferences.

Advanced Plus — Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on concrete topics related to special interests. Able to read for information and description, to follow sequence of events, and to react to information read. Can separate main ideas from lesser ones and use that division to advance understanding. In major newspapers and magazines, can read international items and social and cultural news. Understanding of specialized items depends upon individual interests and background, at this level can read material in own areas of interest. Within literary fields of interest, can read non-esoteric prose, including critical articles and books. Can read signs, posters, advertisements, and public announcements. Can follow simple printed directions for cooking and other projects within areas of expertise. Guesses logically at new words by using linguistic and non-linguistic contexts and prior knowledge. Is able to comprehend most high-frequency idiomatic expressions, but will still have difficulty with figurative meanings. Can correctly interpret most indicators of time relations, including indicative verb endings, adverbial expressions (*antes de que, después de que, luego*) and expressions with *hacer*. Has a good understanding of meanings expressed by the present subjunctive, and is able to interpret imperfect subjunctive part of the time (e.g., with impersonal expressions such as *era necesario que*, or expressions of volition or emotion such as *quisiera que* or *sentía que*). May react personally to the material but does not yet detect subjective attitudes, values, or judgments reflected in the style of writing.

Superior — Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in a field of interest at a normal rate of speed (at least 220 WPM). Can gain new knowledge from material in a variety of publications on a wide range of unfamiliar topics related to fields of interest. Can interpret hypotheses, supported opinions, and documented facts, as well as figurative devices, stylistic differences, and humor. Can read most literary genres in the original: novels, essays, poetry, short stories, and most literature written for the general public. Reading ability is not subject dependent. Broad general vocabulary, knowledge of most structures, and development of strategies for logical guessing allow for successful interpretation of unfamiliar words, idioms, or structures. Verb tenses and moods have been largely mastered, including irregular uses of past subjunctive and conditional. Able to achieve overall comprehension of material, even though there may be some gaps in detail. Is generally able to comprehend facts, although misinterpretation may still occur. Can draw inferences, but may be unable to appreciate nuances or stylistics.

Provisional Spanish Descriptions—Writing

Novice—Low — No functional ability in writing Spanish.

Novice—Mid — No practical communicative writing skills. Able to copy isolated words and short phrases. Able to transcribe previously studied words or phrases. Able to write name, address, dates and other numbers, as well as common expressions such as those used in greetings and leave-takings.

Novice—High — Able to write simple fixed expressions and limited memorized material. Can supply information when requested on forms such as hotel registers and travel documents. Can write names, write out numbers from 1-20, dates (days of the week, months of the year), own nationality as well as other common adjectives of nationality, addresses, and other simple biographical information. Can write limited learned vocabulary for common objects, short phrases, and simple lists. Can write such expressions as *Buenos días; Yo me llamo* plus name; *¿Cómo está usted?* and other fixed social formulae. Can name some common objects; knows some common adjectives and adverbs; can use the present tense of some common verbs, and can write interrogative sentences with words such as *dónde, cómo, por qué, cuando*. Can write all the letters and unique punctuation and diacritical marks in Spanish. Able to write simple, memorized material, with frequent misspellings. Some sound/letter combinations transfer negatively, such as **qua-* or **quo-* for *cua-* or *cuo-*, and consonants are often doubled or miswritten especially in cognate words such as **classe*, **nation*. Accent marks are frequently missed, especially when one word of a pair has an accent mark and the other one does not, e.g., *lección/lecciones, joven/jóvenes*. Sometimes uses infinitives for conjugated verbs. Has a concept of gender, and can produce definite and indefinite articles, though often inappropriately. Often forgets to make adjectives agree with nouns. Generally cannot create own sentences in the language, but uses memorized material or transformations of familiar patterns.

*Denotes an error characteristic of speakers at this level.

Intermediate—Low Has sufficient control of the writing system to meet limited practical needs. Can write short messages, such as simple questions or notes, postcards, phone messages, and the like. Can take simple notes on material dealing with very familiar topics within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences. Can express present and future by using the present tense and adverbs of time such as *mañana, esta noche, la semana próxima, el año próximo.* For example: *Tengo un examen mañana; Yo voy a Carac[illegible] la semana próxima.* Generally cannot express past time by past tenses, but may incorrectly use the present tense and an adverb of time such as *ayer, la noche pasada, esta mañana* to convey past meaning. Uses sporadically forms such as possessive adjectives, demonstrative and interrogative adjectives, and partitive articles, but not always correctly. Vocabulary is limited to common objects and cognates, and is inadequate to express anything but elementary needs. Can express numbers from 1-100 with some misspellings. Often inserts native-language vocabulary for unknown words, and is generally not capable of circumlocution to get meaning across. Writing tends to be a loose collection of sentences or sentence fragments on very familiar topics (likes and dislikes, general routine, everyday events or situations). Makes continual errors in spelling, grammar, and punctuation, but writing can be read and understood by a native reader used to dealing with foreigners. Able to produce appropriately some fundamental sociolinguistic distinctions in formal and familiar style, such as appropriate subject pronouns, titles of address and basic social formulae.

Intermediate—Mid Sufficient control of writing system to meet some survival needs and some limited social demands. Able to compose short paragraphs or take notes on familiar topics grounded in personal experience. Can discuss likes and dislikes, daily routine, everyday events, and the like. Can use correctly the present tense of most regular verbs and some iregular verbs. Can use *ir a* plus infinitive to express future time. Can express past time using content words and time expressions, with sporadically accurate verbs. Generally good control of basic constructions and inflections, such as subject-verb agreement, and straightforward syntactic constructions in present or future time, but may make errors where related forms are separated in a sentence, e.g., **Mi mamá no es muy alto.* May make frequent errors when venturing beyond current level of linguistic competence (such as when expressing opinions or emotions, where non-memorized conditionals, subjunctives, and other advanced concepts of grammar may come into play.) When resorting to a dictionary, often is unable to identify appropriate vocabulary, or uses dictionary entry in uninflected form.

*Denotes an error characteristic of speakers at this level.

Intermediate—High Sufficient control of writing system to meet most survival needs and limited social demands. Can take notes in some detail on familiar topics (autobiographical information, preferences, daily routine, simple descriptions and narration of everyday events and situations) and respond to personal questions using elementary vocabulary and common structures. Can write simple letters, brief synopses and paraphrases, summaries of biographical data and work experience, and short compositions on familiar topics. Can create sentences and short paragraphs relating to most survival needs (food, lodging, transportation, immediate surroundings and situations) and limited social demands. Can express fairly accurately present and future time. Produces some past verb forms, but not always accurately or with correct usage. Shows good control of elementary vocabulary and some control of basic syntactic patterns, but major errors still occur when expressing more complex thoughts. Dictionary usage may still yield incorrect vocabulary to express simple ideas. Generally does not use basic cohesive elements of discourse to advantage (relative constructions, pronouns, connectors, and the like). Writing, though faulty, is comprehensible to native speakers used to reading Spanish written by non-natives. Is able to express a few thoughts for which vocabulary is unknown via circumlocution, but may insert native-language syntactic patterns when expressing ideas beyond current level of linguistic competence.

Advanced Able to write routine social correspondence and simple discourse of at least several paragraphs on familiar topics. Can write simple social correspondence, take notes and write cohesive summaries, resumés, and short narratives and descriptions on factual topics in the past, present, and future time. Able to write about everyday topics using both description and narration. Has sufficient vocabulary to write simple statements with some circumlocution. Can write about a limited number of current events of daily situations and can express personal preferences and observations in some detail using basic structures. Is able to recycle new but meaningful phrases whether lexical or structural, i.e., lifts phrases appropriately, writing appears more sophisticated. When writing own thoughts, is more likely to paraphrase according to native language at times. Still makes errors in spelling and accent marks, but controls the most common formats and punctuation conventions. Good control of noun, adjective, and verb morphology, and of the most frequently used syntactic structures. Elementary constructions are usually handled quite accurately, and

writing is understandable to a native speaker not used to reading Spanish written by non-natives. Uses a limited number of cohesive devices such as direct-object pronouns, and can delete redundant words with good accuracy. Has difficulty with indirect object constructions, however, typically treating the *a*-phrase as obligatory and the indirect-object pronoun as optional (**Siempre doy regalos a mi novio.*) Uses verbs like *gustar, importar, faltar,* and *quedar* in certain fixed formulae, but without confidence or flexibility, and frequently follows English patterns: **Yo falto veinte dolares.* Able to join sentences in limited discourse, but has difficulty and makes frequent errors in producing complex sentences. Paragraphs are reasonably unified and coherent.

*Denotes an error characteristic of speakers at this level.

Advanced Plus

Shows ability to write about most common topics with some precision and in some detail. Can write fairly detailed resumés and summaries and take accurate notes. Can write most social and informal business correspondence. Can describe and narrate personal experiences and explain simply points of view in prose discourse using simple and compound verb tenses. Can write about concrete topics relating to particular interests and special fields of competence. Normally controls general vocabulary with some circumlocution. Often shows remarkable fluency and ease of expression, but under time constraints (e.g., no opportunity to rewrite), and pressure (e.g., testing), language may be inaccurate and/or incomprehensible. Generally strong in either grammar or vocabulary, but rarely in both. Weaknesses and unevenness in one of the foregoing or in spelling result in occasional miscommunication. Areas of weakness range sporadically from simple constructions, such as articles, prepositions, negatives and agreement, to more complex structures, such as tense usage (especially preterite and imperfect), passive or impersonal constructions, word order, relative clauses, and basic subjunctive constructions. Preterite vs. imperfect errors are especially likely with *haber* and *ser,* and when an arguably "ongoing" or "habitual" activity is circumscribed in time: *Estuvimos bailando toda la noche; Fui a la playa todos los días durante el mes que estuvimos allí.* Some misuse of vocabulary still evident, especially when using dictionary for words with multiple meanings or where related words carry various functions, but does use a dictionary to advantage where a fairly direct bilingual translation and no intralingual ambiguity exist. Shows ability to use circumlocution. Writing is understandable to native speakers not used to reading material written by non-natives, though the style is still obviously foreign.

Superior

Able to use written Spanish effectively in most formal and informal exchanges on practical, social, and professional topics. Can write most types of correspondence, such as memos, social and business letters (with appropriate formulaic introductions and closings), short research papers, and statements of position. Can express hypotheses and conjectures, and present arguments or points of view accurately and effectively. Can write about areas of special interest and handle topics in special fields. Has good control of a full range of structures so that time, description and narration can be used to expand upon ideas. Errors in basic structures are sporadic and not indicative of communicative control. In addition to simple tenses, can use compound tenses to show time relationships among events to express ideas clearly and coherently, but errors are sometimes made when using complex structures, such as indefinite, relative, or demonstrative pronouns when a range of tenses is necessary within a relatively short discourse. These errors are occasional and rarely disturb the native speaker. Has a wide enough vocabulary to convey the message accurately, though style may be foreign. Uses dictionary with a high degree of accuracy to supplement specialized vocabulary or to improve content or style. Although sensitive to differences in formal and informal style, still may not tailor writing precisely or accurately to a variety of audiences (except for personal vs. business correspondence) or styles.

Provisional Spanish Descriptions—Culture

Novice

Limited interaction. Behaves with considerateness. Is resourceful in nonverbal communication, but does not reliably interpret gestures or culturally specific nonverbal behavior, such as physical contacts with greetings, proximity of speaker. Is limited in language (see listening/speaking guidelines), but may be able to manage short phrases of courtesy (*gracias, con mucho gusto, de nada*) and basic titles of respect (*señor, señora, señorita*). Lacks generally the knowledge of culture patterns requisite for survival situations.

Intermediate

Survival competence. Can deal with familiar survival situations and interact with a culture bearer accustomed to foreigners. Is able to use conventional phrases when being introduced, such as *mucho gusto, el gusto es mío* as well as proper greetings at different times of day or night: *Buenas tardes* (more extensive period of time, until sunset); *Buenas noches* (both greeting and leave-taking); *Hola* (limited to informal occasions among friends). Can provide background information, such as personal address (street followed by number: *Calle Norte #30*), and telephone number (grouping in pairs: 32-49-63). Is able to express wants in simple

situations: *Quiero un cuarto con baño; Quiero una coca-cola, por favor; Quiero un sello* (or *una estampilla*) *para México.* Is able to ask directions: *¿Dónde queda* (or *está*) *el banco? (hotel, correo, parque, estación de policía,* etc.). Understands the need to go to different specialty shops to buy foods: *carne* in the *carnicería, pan* at the *panadería, pescado* at the *pescadería, dulces* at the *dulcería, frutas* at the *frutería,* etc. Is aware of the use of the metric system and knows simple phrases, such as *Quiero cien gramas de queso.* Is aware of different meal schedules as well as the content of each meal. Breakfast: light, consisting of bread, milk and coffee in most cases; Lunch: heavy; Dinner: generally very late. Knows that public transportation has different structure or organization according to country, such as buses with a *conductor* (driver) and a *cobrador* (ticket collector). Comprehends responses: *El banco está a dos cuadras; El correo queda a la izquierda del Hotel Nacional; Cuesta tres pesos; El hotel está lleno; No tenemos habitaciones (cuartos) disponibles,* etc. Is generally aware that tips are expected in restaurants, hotels, theaters, and other service situations. Yet may make errors as the result of misunderstanding or misapplying assumptions about the culture, such as not tipping a gas station attendant or arriving too early for dinner.

Advanced

Limited social competence. Handles routine situations successfully with a culture bearer accustomed to foreigners. Though home culture predominates, shows comprehension of common rules of etiquette, such as use of *tú* and *usted* and titles of respect, the importance of dressing according to the occasion in a more formal society, taboos and never asking private questions about age, salary and family affairs. Also shows comprehension of guest etiquette, such as complimenting hosts on food and wine, keeping both hands on the table when dining, holding the knife in the right hand, understanding that the kitchen is "off-limits" unless invited, not leaving immediately after dinner, and offering food or cigarettes to others before taking them oneself. Knows uses of *con permiso* vs. *perdón* as well as uses of *gusta* and *buen provecho* as common phrases of courtesy. Can make polite requests using commands or first person of *querer* with polite intonation and/or followed by *por favor* for requests. *Deme un formulario, por favor. Quiero un pasaje de ida y vuelta.* Knows conventional phrases for accepting invitations (*Encantado(a), accepto con mucho gusto, es un placer para mí cenar con su familia)* or refusing them (*gracias,* or *muchas gracias, se lo agradezco mucho, pero tengo otro compromiso* or *tengo que estudiar/trabajar,* etc.). Is aware of the use of gifts as an expression of friendship, personal esteem or gratitude. Knows how to accept gifts graciously. Knows how to apologize, using phrases such as: *lo siento mucho, no fue mi intención molestarle, perdóneme,* or *usted perdone, lamento lo sucedido,* etc. Is aware of Hispanics' reluctance to apologize. Can make introductions in formal and informal situations. Knows how to answer the telephone: *diga, bueno, aló, sí. Juan no está; ¿quiere dejarle algún recado? ¿Quién lo llama, por favor?* Knows how to place a call and ask for a third party: *Habla Jack Smith, ¿está Pedro?* or *Buenas tardes, ¿puedo hablar con Pedro Fernández?* or leave a message: *Hágame el favor de decirle que Jack Smith lo llamó.* Is able to do routine banking: *Deseo abrir una cuenta corriente* (or *de ahorros*); *Quiero depositar $1,300; Necesito comprar 20 cheques de viajero de $100 (cada uno); Necesito cambiar este cheque personal; Quiero sacar $60 de mi cuenta de ahorros; Quiero enviar un giro bancario al Perú.* Knows how to handle routine business at the post office: *Deme 10 sellos aéreos, por favor; Deseo enviar un giro postal de $50 a México; ¿Cuánto es el franqueo de una tarjeta postal a Bolivia?* Is able to make purchases in a small or large store: *¿Dónde queda el departmento de ropa interior (de caballeros, de niños, etc.)? Deseo una camisa deportiva de rayón, talla 34* or *talla mediana; ¿Cuál es el precio? ¿Cuánto cuesta? ¿Qué precio tiene? ¿Está rebajado hoy?* Can identify products, prices (in local currency), and conditions of promotional sales. Understands that bargaining is limited to small markets and street vendors and knows how to bargain: *Es muy caro...le ofrezco 40 pesos; No puedo pagarle más de 300 pesetas.* Still makes errors in the use of *tú* and *usted.* Is not competent to take part in a formal meeting or in a group where several persons are speaking informally at the same time.

Superior

Working social and professional competence. Can participate in almost all social situations and those within one vocation. Handles unfamiliar situations with ease and sensitivity, including some involving common taboos, or some that are otherwise emotionally charged. Comprehends most nonverbal responses. Laughs at some culture-related humor, such as imitation of substandard speech, plays on words, etc. In productive skills, neither culture predominates; nevertheless, makes appropriate use of cultural references and expressions, such as colloquial phrases (*¡Dios te libre!*), idiomatic phrases (*en puntillas*), or sayings (*alegre como unas Pascusas; loco como una cabra*). Generally distinguishes between formal and informal register (i.e., correct use of formal *usted* vs. informal *tú*) and proper use of titles of respect. Discusses abstract ideas relating the foreign and native cultures and is aware cognitively of areas of difference, i.e., the importance of family ties (extended family), the attitude toward animals, the influence of the military in political affairs, the influence of the church vs. the long tradition of anticlericalism among men, especially in Latin America. Can discuss current events as well as fields of personal interest and support opinions. Is generally limited, however, in handling abstractions. Would know that Hispanic persons might criticize their own country, but would not accept such criticism from foreigners.

Near-Native Competence	Full social and professional competence. Has internalized the concept that culture is relative and is always on the lookout to do the appropriate thing; no longer assumes that own culture is "the way it is." Fits behavior to audience, and Hispanic culture dominates almost entirely when using the language. Can counsel, persuade, negotiate, represent a point of view, describe and compare features of the native and target cultures. In such comparisons, can discuss geography, history, institutions, customs and behavior patterns, current events and national policies. Perceives almost all unverbalized responses (gestures, emotional reactions) and recognizes almost all allusions, including historical (*Es un Trujillo más en el Caribe.*) and literary commonplaces pertaining to a particular country (*Nos encontramos con otro Tirano Banderas.*). Laughs at most culture-related humor, such as imitation of regional or ethnic speech patterns and allusions to political or comic strip figures. Uses low frequency idiomatic expressions (*apañados estamos*), sayings (*más pobre que una rata de sacristía*) or proverbs (*La gota de agua horada la piedra.*). Controls formal and informal register. Has lived in the culture for a long time or has studied it extensively. Is inferior to the culture bearer only in background information related to the culture such as childhood experiences, detailed regional geography and past events of significance.
Native Competence	Native competence. Examinee is indistinguishable from a person brought up and educated in the culture.

RECENT TRENDS IN FOREIGN LANGUAGE INSTRUCTION*

ESTABLISHED APPROACHES

In the 1960s, teachers generally were ascribing to one of two approaches to teaching a foreign language: grammar-translation or audio-lingual. Teachers using the grammar-translation approach advocate learning language through the memorization of grammar rules and vocabulary lists. This is followed by translation exercises enabling students to apply and internalize the grammar rules and vocabulary. Proponents of the audio-lingual approach view language learning as habit formation. Basic patterns of the language are taught through dialogue memorization and extended in pattern-practice drills. The learning sequence proceeds through a mimicry-memorization order of: understanding the basic sentences, exact imitation of the teacher's model, repetition of sentences to the point of memorization, variation of the structures through pattern practices, and a selection phase in which students choose among the variations to create their own sentences.

Today's foreign language teacher — while probably still using one of these approaches, through philosophical conviction or the textbook used in the school — is faced with a wide variety of views, claims, and philosophies regarding second-language learning and instruction. The purposes of this section of the guide are two-fold: to summarize recent trends and approaches proposed for foreign-language teaching, and to suggest possible applications to be drawn from them, no matter what text or basic approach is currently being used to teach a foreign language.

SYLLABUS DEVELOPMENT

Grammar-Translation Syllabus. Development of the materials to be taught (the syllabus) in foreign languages is usually determined by the author's vision of what language is. In the grammar-translation approach, language is viewed as consisting of rule-dependent sentences. Hence, the syllabus is a series of grammar rules that describe and analyze the working of the language. Lists of vocabulary items are also included, since the translation exercises require semantic as well as grammatical content. In the audio-lingual approach, language is seen as basic structures (kernel sentences), which can be transformed through various types of manipulations to create a multitude of utterances. The syllabus,

* Adapted with permission from A Guide to Curriculum Planning in Foreign Language, Wisconsin Department of Public Instruction, 1985.

■ Figure 1

Expressing Likes and Dislikes *(Deutsch Aktiv I)*

1

Wie finden Sie das?

Was? Ich finde es toll!

Scheußlich!

Wirklich??

2

- **Müller ist heute phantastisch.**
- **Ich finde Maier noch besser.**
- **Ja, da haben Sie recht. Aber der Schiedsrichter . . . .**
- **Eine Katastrophe!**
- **Wirklich!**

3

Na, wie schmeckt dir das?

Die Bratwürste sind sehr gut. Aber das Sauerkraut schmeckt mir nicht.

4

- **Wie gefällt dir das Kleid?**
- **Welches?**
- **Das da?**
- **Nicht so gut, etwas langweilig.**
- **Hm, das finde ich nicht.**
- **Das da hinten gefällt mir besser. So?**

Wie finden Sie **findest du**	**das . . .** **den . . .** **die . . .**	**?**	**Phantastisch!** **Ausgezeichnet!** **Toll/Prima!** **Sehr gut!** **Gut.** **Es geht.** **Etwas langweilig.** **Komisch.** **Nicht so gut.** **Schlecht.** **Scheußlich!** **Eine Katastrophe!**	**Das finde ich nicht!** **So?** **Wirklich?** **Stimmt!** **Da haben Sie recht!** **Das finde ich auch!** **Wirklich!** **Ganz richtig!**
Wie gefällt Ihnen **der**	**das . . .** **der . . .** **die . . .**	**?**		
Wie schmeckt Ihnen **dir**	**das . . .** **der . . .** **die . . .**	**?**		

Translation

1

What's your opinion of that?
It's horrible!
Really? I think it's great!
Really??

2

- Mueller is fantastic today.
- I think that Maier is even better.
- Yeah, you're right about that. But the official (referee) . . . .
- He's a disaster!
- That's for sure!

3

Well, how do you like that? (How does that taste to you.)

The bratwursts are really great. But I don't like the sauerkraut.

4

- How do you like that dress?
- Which one?
- That one, there!
- Not very well. It's just so so . . . .
- Hmm, I don't agree with that.
- The one there in back; I like that a lot better. What do you think?

What's your opinion about the . . .	neuter feminine masculine	?	Fantastic! Excellent! Great! Very good! Good. So so. Somewhat boring. Silly. Not so good. Bad. Horrible! A disaster!	I don't agree! Is that so? Really? I agree! You're right about that! I agree with you on that! Right! That's for sure!
How do you like . . .	familiar polite	?		
How does this taste to you?	familiar polite	?		

Deutsch Aktiv: Lehrbuch 1, Berlin and München, Langenscheidt KG, 1979. Used with permission of the publisher.

therefore, presents: (1) "seeded" dialogues, in which the basic structures to be learned have been imbedded; followed by (2) drills of substitution to expand the basic sentences with vocabulary inserted in certain parts of the sentence; and (3) drills of transformation — morphological variations on the basic sentences. Both syllabuses include learning about culture. The grammar-translation syllabus usually presents "big-C" culture: information about the aesthetic achievements of the country being studied. In contrast, the audio-lingual syllabus focuses on "little-c" culture: patterns of daily behavior presented in the dialogue situations and language structures used.

Functional-Notional Syllabus. In recent years, more and more theorists have defined language as communicative acts and interchanges involving sociolinguistic use of the language. Developers of a functional-notional syllabus believe that language consists of (1) the purposes and effects for which we use language, i.e., the functions or types of interactions in which we engage; and (2) the topics and meanings we wish to convey, i.e., the notions. For example, in all languages we use language to greet people, complain, excuse ourselves, apologize (typical functions), and we use language in given situations to express meanings, such as spatial or time relationships (the notions). In this functional-notional syllabus, emphasis is also placed on sociolinguistic register level, i.e., informal to formal use of the language, polite to impolite, weak statement to strong statement, and so on.

Therefore, developers of a functional-notional syllabus select and organize learning materials according to common situations in the given culture, notions (topics for discourse and meanings to be conveyed), and functions (linguistic and social interactions conducted through language in a speech act). Instead of presenting pre-packaged dialogues to be memorized (audio-lingual) or lists of grammatical rules (grammar-translation), this syllabus may offer a short sample dialogue in a given situation and then immediately list varied encodings (linguistic examples) for the functions occurring in that interchange.

An example from the text Deutsch Aktiv: Lehrbuch 1 may further clarify the functinal-notional approach. As seen in Figure 1, the syllabus presents four examples of communicative interactions on the functions of asking for opinions, giving opinions, and reacting to opinions. These interactions take place at an art gallery, a soccer game, a restaurant, and a dress shop. In each interaction, two people ask for and give opinions in a brief exchange, using appropriate encodings for that situation. This is followed by a list of expressions that range from highly positive through neutral to highly negative. By learning these specific utterances, students are able to express a range of opinions and to react to the opinions of others in the four topic areas: art appreciation, sports, dining, and clothing.

Students practice all of these variations and then create their own communicative interchange, selecting items to express the functions and the register level they wish to convey.

While very few "pure" functional-notional syllabuses are on the market today in the United States, many recent textbooks have attempted to add a functional-notional dimension to their materials. In some cases, the authors present grammar in terms of its function — its purpose or effect. For example, the conditional is taught as a means of expressing wishes or giving commands in a polite way, while direct commands are taught as demanding or even rude ways of expressing a desire. The negative may be taught with the function of expressing pessimism or expressing disagreement. In French, the imperfect tense can be taught with the function of expressing a routine. Another textbook implementation of the functional-notional syllabus is the use of exercises requiring communicative interaction, e.g., "You are lost in Madrid and need help. Here are some questions that you might need to ask." The approach also is implemented by focusing on differing social register levels, presenting gradations of meaning on a function. For example:

> The person you are talking to says he/she has a headache. Express sympathy, depending on how well you know him/her.
>
> Possible examples (formal): "I'm so very sorry. That's really too bad. May I offer you an aspirin?"
>
> Possible examples (informal): "I'm sorry. That's too bad. Want an aspirin?"

RECENT INSTRUCTIONAL APPROACHES AND STRATEGIES

Even more than in the area of foreign-language syllabus development, a wide variety of instructional approaches and suggested methodologies have been proposed in recent years. Most often, these approaches — and their accompanying suggestions for instructional strategies — have grown out of theories of language acquisition.

Monitor Theory of Language Acquisition. Stephen Krashen hypothesizes that we learn language through two processes: (1) acquiring language — developing ability in a language by using it in natural, communicative situations; and (2) language learning — knowing the rules; having a conscious knowledge about grammar (Krashen and Terrell). This knowledge of grammar serves as a monitor that changes our language output, correcting natural speech either before we speak or write it or afterwards in self-correction. Krashen has fully developed this theory, and espouses the following principles and instructional strategies as the natural approach.

Comprehension precedes production. For acquisition to occur, the student must understand what is being said. Krashen calls this giving students "comprehensible input." Teachers using the natural approach always use the target language and also provide for student comprehension.

Production is allowed to emerge in stages, much like first language production (e.g., first responding by nonverbal communication, then answering with a single word, next responding by combining two or three words, etc.). Students are not forced to speak before they feel ready to do so. Errors that do not interfere with communication are not corrected, as correcting develops learning but not acquisition.

The syllabus consists of communicative goals and topics, chosen by the teacher. That is, this approach does not suggest a sequence of topics, grammar points, or vocabulary. No focused practice of specific grammatical structures is included, as proponents of the natural approach insist that grammar will be effectively acquired through communicative activities with comprehensible input.

The "affective filter" of students must be kept low (i.e., tension must be kept at as low a level as possible). Acquisition can only occur if students are in an environment that has a low anxiety level. Here again, proponents point out the need for interesting and relevant communicative activities, a small amount of error correcting, and allowing language production to emerge when students feel comfortable and ready.

TOTAL PHYSICAL RESPONSE

James Asher advocates an extended period of listening to and acting out of commands before students speak the language. Drawing on his research, he has proposed the total physical response approach in language acquisition. In his research, Asher found that experimental groups that had an extended pre-speaking phase of listening to and obeying a variety of increasingly complex commands before speaking the language performed better on speaking tests than did students who spoke the language from the first day of class. He attributes this success to the total physical involvement of students (seeing others act out imperatives, acting them out, seeing the visual signs used in the ever-expanding commands) and to the focus on listening comprehension, which others (e.g., Postovsky) also have found to have a positive effect on the development of other language skills. Asher notes that vocabulary and grammar can be taught in the context of meaningful extended imperatives (see Krashen's discussion of "meaningful input"), such as, "Go put the blue pencil on top of the black chair, but not until you have put the chair next to the table." Like Francois Gouin, Asher emphasizes the linking of language and physical actions as powerful forces for aiding meaning, comprehension, and retention. As in the natural approach, syllabus design is not prescribed, but is left to the teacher's imagination and goals. How long the total

physical response approach is to last before introducing speaking activities is also not dictated but, again like the natural approach, speaking activities seem to begin when the students feel comfortable and ready. Some proponents of this approach, (e.g., Wolfe), advocate 10 to 15 minutes of physical response activities every day, even after speaking activities have begun.

COMMUNICATIVE COMPETENCE MOVEMENT

In the 1970s, leaders in the profession (e.g., Dell Hymes, Sandra Savignon) began to call for more emphasis on developing communicative competence in students. They defined communicative competence as an interchange between people in which new, unknown information is exchanged (Savignon 1972). They noted that in the grammar-translation and audio-lingual approaches, language learners may have developed linguistic competence — the ability to produce discreet sounds, vocabulary items, grammatical forms, even whole sentences, but not necessarily communicative competence — the ability to interact appropriately, both linguistically and socially, in a spontaneous interchange involving the exchange of new, unknown, realistic information and ideas. They pointed out an obvious, but previously unobserved, point that students learn to communicate only if they engage in communicative and information-sharing activities. That is, as a further step beyond memorization of sentences, students need to have daily activities that encourage and allow them to engage in realistic, meaningful conversation and communication.

While some leaders in the 1980s call for a "communicative syllabus," no definite guidelines for one have yet been developed in the United States nor have any materials yet emerged. Instead, most theorists and methodologists have suggested a wide variety of communicative activities as a follow-up to the basic materials in textbooks and as an addition to a basic syllabus. These activities include role-playing, problem-solving, interviews, talking one's way out of a situation, etc. (See Rivers for an extended list of these activities). Emphasis is placed on including communicative, open-ended activities every class period if students are to achieve communicative competence.

In her latest work (1983), Savignon has further developed the definition of communicative competence by identifying it through its four components.

Grammatical competence: recognition of the grammatical features and sounds of a language, and production of them to form words and sentences; students use grammatical rules rather than state them.

Sociolinguistic competence: an understanding of register level and of the social rules, roles, and interactions in a language (who says what to whom, when, and in what order in a conversation).

Discourse competence: recognizing and observing the organizational patterns of linguistic interactions and the sequencing of these patterns.

Strategic competence: coping and survival techniques such as circumlocution, asking for repetition, using "filler" and hesitation words, paraphrasing, acting out meaning, and pauses while still holding the other's attention.

These four components are skills called for in the American Council on the Teaching of Foreign Languages (ACTFL) Provisional Proficiency Guidelines in the scope and sequence section of this guide.

NONTRADITIONAL APPROACHES

The following three approaches are being presented together because all of them emphasize that class atmosphere and the interactions and relationships between the teacher and students affect language acquisition.

Counseling-Learning. Curran's counseling-learning approach is closely related to group counseling procedures and to his "whole-person" model of learning (Stevick). Curran believes that adult learners experience difficulties learning a foreign language because of emotional or affective barriers (see Krashen's "affective filter"); his approach stresses strategies to reduce anxiety and negative feelings in the classroom. To that end, he suggests creating a community of learners for whom the teacher is a counselor ("knower"). Students sit facing each other in a circle. When one student wants to say something to the group, the teacher (outside the circle) comes up behind the student, listens to the utterance in English and whispers the equivalent in the target language, which the student then says. Whoever wishes to respond raises his/her hand and the teacher again whispers the phrase in the language. This willing "give and take" continues for about 10 minutes and is tape recorded for follow-up listening, speaking, reading, and writing activities. As such, then, this is a learner-centered approach, with the teacher taking the role of respondent to learners' communicative needs.

The Silent Way. Gategno's silent way approach is also learner-centered, but in a very different way (Stevick). In this approach, the teacher is usually silent. Gategno believes that students possess knowledge about language and that the teacher's role is to draw out this knowledge. Instead of modeling the language, the teacher uses colored rods to represent various basic sounds in the native and target language, and asks students to produce the sounds. If one student does not produce the sound correctly, the teacher calls on other students until the sound is produced correctly. The sounds are then combined into words and the words into utterances, using a combination of charts and rods of different colors and sizes. Gategno operates on several principles based

on his vision of developing one's self, including the following: learning is work; the work must be done by the student in a conscious, aware effort; the work takes place within the student, but it is fostered by listening to other students' efforts and learning from them. This is not to say that the teacher does not play a very important role in this approach; indeed, special training is needed to acquire appropriate instructional skills used in this approach. As with other instructional approaches described here, the syllabus is not prescribed, but rather is developed by the teacher and shaped by the student's needs and progress.

Suggestopedia. Like the counseling-learning approach, suggestopedia emphasizes the need for a relaxed atmosphere if learning is to occur (Stevick). Unlike the silent way, Lozanov's suggestopedia involves the unconscious functions of the learner as well as conscious ones. The learning materials are presented orally in association with music and are phrased to coincide with the cadences, rhythms, and beats of that music. Students are seated in relaxed positions in easy chairs as they listen to the music and words, attaining "psychic relaxation," which Lozanov claims can speed the learning process and aid retention. Tension may be further reduced by giving students printed texts in parallel native language/target language versions, and by permitting teachers to give quietly spoken translations when needed. As in the natural approach, students listen to the utterances as many times as they wish, and begin to say them when they feel ready to do so. No single student is called on; rather questions are addressed to the whole class and those who wish to respond do so for the entire class. It is clear that this approach, like the counseling-learning one, seeks to lower the affective filter of students and to create a community of learners. This approach offers well developed materials and requires careful teacher training.

FOREIGN LANGUAGE AS THE MEDIUM OF INSTRUCTION

The following three approaches, while quite different in goals, are being presented together because a basic tenet of each is that another language is best acquired by using that language as a means to explore ideas and feelings and as a medium of instruction and learning, rather than as an object of study per se.

Immersion. Encouraged by impressive research and the results of their immersion approach used in selected schools in Canada, elementary schools in various parts of the United States have adopted an immersion approach in their programs. As noted earlier in this guide, an immersion approach calls for teaching the regular elementary or secondary school curriculum through a foreign language. That is, students study mathematics, history, science, and other subjects in the second language. The language becomes the means rather than the object of instruction.

The goals of this approach include functional proficiency in a second language as well as mastery of curriculum content. In addition, research

has shown that students in an immersion approach score significantly higher than monolingual control groups in English language skills, mathematics skills, work-study skills, and tests of divergent thinking. Near-native speakers of the language and appropriate curriculum materials in the second language are crucial to the success of any immersion approach. In Wisconsin, selected schools in Milwaukee now offer an immersion approach in French, German, and Spanish.

While foreign language teachers may not be totally able to adopt an immersion approach in their classrooms, teaching the entire curriculum in the second language, this guide proposes that all instructional strategies (e.g., directions, rewards) be implemented in the second language by teachers and students, starting in the first level. In the first level, students are also expected and taught to carry out common classroom functions in the second language (e.g., expressing confusion, making excuses). In this way, the daily routine of the class provides recurring experiences for developing communicative and functional proficiency at the first level of instruction, at least within the framework of the classroom situation and its functions.

Global Education. Like the immersion approach, global education calls for studying curriculum content through the medium of the second language. Specifically, foreign language teachers are encouraged to create curriculum units that fit in with topics included in global studies, such as the study of other cultures, basic concepts and principles related to the world community, and the various systems in our world — social, cultural, racial, economic, linguistic, technological, and ecological. Linking up with other teachers, the foreign language teacher could create a "curricular complement" — lessons on the same topic taught in various disciplines. Strasheim suggests, for example, that a unit in the foreign language class on foods, meals, and table manners could be taught in conjunction with a social studies unit on the food chain and calorie consumption around the world, and with a home economics' unit dealing with the preparation of foreign food. In addition to acquiring language skills through the study of these topics, students are likely to gain insights about the universality of the human condition, interest in and tolerance of other cultures, and concern for the future of this planet and its inhabitants.

Confluent Education. Sometimes called humanistic education, confluent education calls for use of language for students to examine and explore their feelings and values, and to expand their affective expression and imagination. Specifically, Galyean states that "the purpose of confluent education is to integrate the goals of traditional teaching, such as cognitive subject mastery, with the nontraditional goals of self-awareness and acceptance, positive interpersonal relations, responsible nonmanipulative behavior, and the means for ongoing personality integration" (Galyean). To that end, language skills are developed in

activities such as: reacting to "here-and-now" events (like the weather or a current event); answering affective-level questions ("How do you feel when...?" "How do you feel about...?"); or participating in values clarification exercises. The focus is on the purpose of the activity and the content of students' responses, using and developing language skills as a means of exploring personal ideas and feelings, and communicating them between and among students.

IMPLICATIONS AND APPLICATIONS OF RECENT TRENDS

The authors of this guide are not advocating total adoption of any one of these recently developed approaches or movements. Given the variables that teachers face in classroom conditions, class size, goals of the school district or foreign language department, textbooks, and their own methodological training and philosophy, it would be difficult to prescribe any one approach for teaching a second language. Moreover, none of these approaches has a well-documented research base or any other concrete proof of its success compared to any other approach. What the guide does offer is the following synthesis of ideas and principles that recur among these approaches as strategies for teachers to implement in their teaching.

Maximum Use of Target Language in Classroom Interactions. All of the approaches advocate realistic and consistent use of the target language, both in presenting and drilling material and in daily classroom interactions between teacher and students and among students.

Longer Listening Phase Before Moving to Speaking Activities. Asher's and Postovsky's research has documented improved oral production and retention when students have an extended meaning-filled listening phase before beginning to speak as compared to students who began speaking from the first few minutes of instruction (Asher). In the natural approach, Krashen and Terrell also point out the need for comprehensible input — listening activities in which the meaning of words and utterances is clarified and reinforced (Krashen and Terrell). Foreign language teachers need to remember that when they say, "listen and repeat," they are asking students to perceive the sounds of the language, understand, and remember the meaning of the words and phrases, and recall these newly presented materials for oral production. By repeating a new utterance two or three times while presenting meaning reinforcers, they give students the necessary time to comprehend, process, and produce the utterance.

More Open-Ended and Communicative Activities—Everyday. If students are to learn to communicate, they must engage in daily activities that give them opportunities and experiences in communication. This can be done even in the first level by asking an open-ended question after a pattern practice (e.g., after drilling on foods, ask students what food they like and what food they hate). Or students could work in pairs, conducting interviews (e.g., after learning vocabulary on families or the

house, the teacher could have students practice the questions normally asked by the teacher, such as "How many brothers/sisters do you have?" or "How many rooms are there in your house?" and then put students in pairs to ask and answer each other's questions).

As a follow-up, students could report orally to the class on the answers obtained or write a simple paragraph about their friends' family or house. Every class session should contain communicatively based activities (such as interviews, role-playing, exchanging reactions to a situation, expressing affective-level preferences, etc.). Only by communicating and exchanging ideas and information through the language will students learn to use language for a purpose and learn to communicate.

Avoidance of Error Correcting During Communicative Activities. As a corollary to the preceding point, it is important for teachers to accept the content of the student's language, instead of focusing on its accuracy, in communicative interchanges. Rather than overtly correcting a student's error, the teacher could ask for clarification (e.g., if a student has said, "I don't have no money, " the teacher could respond, "You don't have...what?" or give a paraphrase, "Oh, you don't have any money. I don't have any money either.") If several students make the same type of mistake, a follow-up drill — later in the period or the next day — could focus on eradicating that type of error. If students are constantly interrupted when they attempt to communicate, they lose their train of thought. If they are constantly corrected, they lose the courage and desire to try to communicate in the language. We need to be supportive of their attempts to communicate. Positive, supportive, and encouraging reactions from the teacher (as called for in the counseling-learning and natural approaches) will create a classroom climate that develops a sense of trust and is conducive to communication.

Reduction of Material Covered in Each Level of Instruction. Communicative, functional use of language is always listed as students' first goal in studying a language. Most foreign language teachers also place high priority on students being able to use the language — in listening, speaking, reading, and writing activities. Yet teachers continue to feel that they must "finish the book," and cover a given corpus of grammar and vocabulary per level. In their attempts to present and cover these materials, they usually spend most of class time in "skill-getting" activities (rote-level drill of new material or reinforcement of previous material). Thus, they have little time left for "skill-using" activities (i.e., communicative activities, such as interviews, role-playing, problem solving, or discussion of culture). If students are to attain proficiency in the functional and communicative use of a language, class time must be provided for active and communicative experiences in using the language. It follows, then, that the amount of material covered per level should be reduced so that students have time to internalize the material, and move to proficiency in using it for communication.

INSTRUCTIONAL TECHNOLOGY

The technology of language instruction — computer, television, audio-video recordings — is still in its infancy. Most language teachers lack the equipment and time to explore the potential benefits of the latest machines, much less to develop new curricular materials that fully exploit computer programs, video, and audio. Nevertheless, slow but steady progress has been made in this field and the potential benefits should be accounted for in any outline of the direction language teaching will take in the coming decade.

AUDIO

The role of audio tape recording in language teaching has never received star billing. The advent of cassette recorders and players, however, has changed the face of the traditional language laboratory. Equipment has become more portable and students can be expected to own or have access to their own players. Two elements are required to make maximum use of cassette-based audio: good, authentic recordings that go beyond recorded drill; and duplication facilities that permit teachers to distribute tapes for home or individual in-class use. Without progress in these areas, audio may remain confined to group listening experiences during scheduled classroom time.

VIDEO

Video can be divided into two fundamentally different applications: instructional television and foreign-language video.

Instructional television attempts to deliver structured classroom-like teaching of languages via television technology. This may entail the playing of videotaped lessons, the use of local cablecasts, or even the reception — via microwave or satellite — of live teaching sessions from a remote site. The advantage of all these approaches lies in the opportunity to provide high-quality language teaching expertise at a site where it may not be available. Even experienced language teachers may see benefits in selective use of lessons that employ native speakers or explain complex cultural phenomena with visual reinforcement. The disadvantage of programs of this sort is that live communication between teachers and learners — the cornerstone of good language teaching — cannot take place. Two-way television hookups are beginning to overcome this restraint, but it remains to be seen whether this approach, which is designed for lecture-type classes, can approximate the lively interaction of good language classes.

Foreign language video treats video recordings as a window on the target culture. In some ways, video merely updates the older 16 mm film technology by providing a handier and more familiar machine than the old noisy projector that required completely darkened classrooms. For schools that are properly equipped, individual or small-group use of videocassette players offers a learning situation that was not common when projectors were the main source of video.

Newer developments in video stress the use of authentic foreign television materials to support extensive listening comprehension practice. Students work both in class and outside of class with relatively short segments — commercials, songs, news clips — to accomplish specific comprehension tasks. The visual component gives the listening experience a strong motivational advantage over traditional audio listening and has the capacity to introduce virtually unlimited kinds of cultural knowledge. The disadvantages of video lie in the relatively high expense of players and recordings and in the lack of good authentic material from abroad. Problems also arise from copyright restrictions and incompatible international television standards.

As more homes acquire video players, as more cable systems and satellite broadcasters introduce foreign-language programming, and as legitimate sources of foreign television develop, we can expect significant expansion of this technology. Over the long term, videodisc players — which offer a high degree of control over the playback function — may replace videotape players for certain kinds of teaching.

COMPUTERS

Computer-assisted language learning (CALL) has been struggling for a place in the curriculum for nearly 20 years. The advent of low-priced microcomputers in the schools launched a widespread effort at all levels of language teaching to discover how the profession could benefit from these machines. By the mid-1980s it had become clear that computers could play a worthwhile role by assuming some of the mechanical tasks of language teaching, and thereby freeing the classroom for more communicative kinds of interaction. In this role, the computer serves as a high-powered electronic workbook that offers individualized feedback and engaging kinds of tutorials. In addition, well-designed computer software can stimulate in-class or small-group problem-solving activities and can simulate limited forms of conversational interaction. While such applications are only in their infancy, they already promise to offer computer work in language learning that goes beyond mechanical practice to stress context and meaning. Finally, the computer will clearly provide both students and teachers with essential tools for many daily tasks: writing compositions and class materials, designing graphics, generating tests, and grading.

Although the potential may be clear, the state of the art in CALL leaves much to be desired. Teachers have little time to develop their own software; authoring tools for foreign language teaching are still rudimentary; and much commercially available software has severe pedagogical flaws. Given these facts, teachers are forced to engage in extensive professional development in order to stay current with CALL materials. Reviews in journals, CALL workshops, and demonstrations at professional conferences are essential components in the software selection process. With a variety of approaches, it is now possible to assemble a viable arsenal of CALL materials in a given foreign language.

The newest developments on the technology horizon involve a combination of computers and other input/output devices. While speech recognition and speech synthesis are not yet adequate for language-teaching needs, the use of computers to control audio and video players has reached an acceptable level of reliability. Computer-controlled audio and video make it possible to add the full power of interactive computing to the authentic listening experiences available on tapes or discs. By far the most exciting of these combinations is interactive videodisc, which puts many thousands of images or dozens of brief video segments at the beck and call of the listener. Here, even more than with the technologies already described, high equipment costs and lack of available materials put the language teaching profession at a great disadvantage.

EVALUATION*

An important aspect of successful teaching in any subject area is the regular analysis and evaluation of teaching techniques, classroom climate, and methodology. Teaching does not automatically improve with experience. It must be continually examined and evaluated to determine which strategies and approaches are successful and unsuccessful. Teachers and evaluators must be trained and skillful in using various techniques and activities to examine teaching and improve instruction.

TEACHER SELF-EVALUATION

Research indicates that self-evaluation by teachers is one of the most effective ways to improve their teaching. For effective self-evaluation, however, teachers must have a means of studying and evaluating their own performance when no supervisor or administrator is present to provide feedback. An instrument for this purpose is included in Sample 1. It consists of criteria that characterize highly successful foreign language teachers: those teachers whose students do well in the foreign language, whose enrollments are on the increase, and who are generally recognized as excellent teachers by colleagues. At the local level, teachers may wish to modify the criteria according to school philosophy, adding or deleting items as is necessary to conform to local curricular plans. The purpose of these criteria is to provide some basis for teachers to judge their teaching: the current status of lesson planning, classroom climate, and methodology. If the self-evaluation is continued over a period of time, the instrument can enable teachers to measure their progress against a set of fixed criteria.

The criteria are adapted from items developed by Professor Constance Knop at the University of Wisconsin-Madison to supervise student teachers of foreign language who are preparing for certification. The criteria have been modified for experienced teachers rather than beginners. For teachers using this instrument who are already certified, the items are no way intended to question that status. Instead, they are to be used as a means of helping language teachers to determine areas in which they may wish to update their knowledge and skills in much the same manner that other professionals, such as doctors and lawyers, constantly acquire new knowledge that is necessary for them to work effectively with their clientele. As a basis for objective self-evaluation, it is recommended that the teacher does an audiotape or videotape of classroom sessions at

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three widely spaced times during the school year. These tapings would be done during typical class periods.

The results of the evaluation may indicate areas in which a given teacher would like to improve. The logical follow-up step is to seek appropriate inservice activities aimed at strengthening instruction. The focus of professional activity then becomes directed to practical, specific techniques for improvement. In larger school districts, teachers may meet and discover that a number of people have the same area (i.e., lesson planning, classroom techniques, or class climate) in which they perceive a need to improve. In such cases, inservice activities can be directed toward a group consisting of teachers who have identified similar needs.

The self-evaluation instrument is based upon a democratic, cooperative theory of supervision with the following assumptions.

* Teachers are fully capable of honest self-evaluation because, as professionals, they want to improve their classroom performance and update their skills.

* This type of self-evaluation should not be used for merit rating, salary considerations, or promotion, because such extrinsic considerations tend to bias the outcome and to direct attention away from the self-improvement purpose of the evaluation.

* Self-improvement inservice activities will be much more effective if they are directed toward meeting very practical, specific instructional needs.

* Many of the attributes of successful language teaching can be identified, learned, and adapted by other teachers in a way which is consistent with individual personality characteristics and teaching style.

The self-evaluation tool can also be used to guide the evaluation of foreign language teachers by supervisors and administrators. Most evaluators have little or no knowledge of current foreign language methodology. Many find it difficult to use their normal evaluation instruments and techniques in a class taught entirely in a foreign language. Sharing the criteria for self-evaluation with evaluators during the pre-observation conference helps the evaluator to focus on critical aspects of foreign language teaching that might otherwise be neglected. The teacher and evaluators then have a common frame of reference for gathering data, identifying strengths, and formulating goals aimed at improving foreign language instruction.

STUDENT EVALUATION OF THE PROGRAM

Students' analyses and comments can also be a useful source of information for teachers for improving instructional approaches and techniques. A formal checklist such as the one presented in Sample 2 can elicit evaluation of classroom activities and techniques as well as valuable ideas for teachers to change aspects of their teaching. Asking students first to evaluate their own efforts and achievements in the course may help them be more objective and fair in evaluating their teacher. A teacher should look for recurring patterns and suggestions in the evaluations rather than be influenced by one or two negative comments. These evaluations can be used for planning future lessons. It would be rewarding to students if the teacher told them that their evaluations indicated certain preferences (e.g., for cultural presentations, small-group work, games) and that the teacher was responding by planning such an activity every day.

The comments and suggestions in this section are intended to stress the importance of teachers regularly analyzing and evaluating their teaching. This is most effectively done using a combination of self-evaluation, feedback from students, and evaluation by supervisors. It is hoped that the use of these techniques will lead to continued striving for professional growth and development by the teachers who use them.

Sample 1

FOREIGN LANGUAGE SELF-EVALUATION*

Read each statement or question carefully. Then circle the number of the comment or response that most accurately describes your teaching.

Lesson Planning

1. Lessons are planned in detail.

never		sometimes		always
1	2	3	4	5

2. A warm-up is used at the start of the lesson.

never		sometimes		always
1	2	3	4	5

* Adapted from an evaluation form developed by Professor Constance K. Knop, University of Wisconsin-Madison.

3. There is a variety of techniques/activities in each lesson.

never		sometimes		always
1	2	3	4	5

4. Activities are of an appropriate length (10-15 minutes).

never		sometimes		always
1	2	3	4	5

5. Lessons contain a mixture of new and familiar material.

never		sometimes		always
1	2	3	4	5

6. Several skills are worked on in each lesson.

never		sometimes		always
1	2	3	4	5

7. Culture is included in the lesson.

never		sometimes		always
1	2	3	4	5

8. An overview is given at the start of the lesson.

never		sometimes		always
1	2	3	4	5

9. An overview is given for each activity.

never		sometimes		always
1	2	3	4	5

<u>Teaching Techniques</u>

10. Directions are clear and include examples where appropriate.

never		sometimes		always
1	2	3	4	5

11. Students do the talking during the class period.

never		sometimes		always
1	2	3	4	5

12. In oral activities, I try to move students from rote responses toward communication.

never		sometimes		always
1	2	3	4	5

13. Oral activities include choral, small-group, pair work, and individual responses.

never		sometimes		always
1	2	3	4	5

14. Small-group activities are included in my lessons.

never		sometimes		always
1	2	3	4	5

15. I use visuals effectively.

never		sometimes		always
1	2	3	4	5

16. I use the target language throughout the class period.

never		sometimes		always
1	2	3	4	5

17. My students use the target language during class.

never		sometimes		always
1	2	3	4	5

18. I personalize the materials and activities used in my lessons.

never		sometimes		always
1	2	3	4	5

19. There is a learning check for every activity.

never		sometimes		always
1	2	3	4	5

<u>Classroom Climate</u>

20. Rewards are varied and appropriate.

never		sometimes		always
1	2	3	4	5

21. Errors are corrected without embarrassment to the students.

never		sometimes		always
1	2	3	4	5

22. Students are encouraged to self-correct.

never		sometimes		always
1	2	3	4	5

23. There is student-to-student interaction.

never		sometimes		always
1	2	3	4	5

24. Students are active during the class period.

never		sometimes		always
1	2	3	4	5

25. All students are called on during the period.

never		sometimes		always
1	2	3	4	5

Sample 2

STUDENT EVALUATION

Do not write your name on this paper. This is an anonymous questionnaire. Please read each statement or question carefully and circle the number of the response that you feel is most appropriate. If you feel that your response is between two of the possibilities shown, circle the number between them. You may make any additional remarks about any of the categories that you wish.

1. The teacher seems interested in teaching this class.

almost never		sometimes		almost always
1	2	3	4	5

2. The teacher is courteous, considerate, and friendly.

almost never		sometimes		almost always
1	2	3	4	5

3. The teacher encourages the students to express their thoughts and feelings.

almost never		sometimes		almost always
1	2	3	4	5

4. The teacher wants the students to do well in French, (German, Spanish, etc.).

almost never		sometimes		almost always
1	2	3	4	5

5. The teacher pays attention to everyone in the class.

almost never		sometimes		almost always
1	2	3	4	5

6. The teacher gets the subject across in a lively, interesting way.

almost never		sometimes		almost always
1	2	3	4	5

7. The teacher has a good sense of humor.

almost never		sometimes		almost always
1	2	3	4	5

8. The teacher repeats material that the students don't understand.

almost never		sometimes		almost always
1	2	3	4	5

9. The teacher helps students to correct their errors without embarrassing them.

almost never		sometimes		almost always
1	2	3	4	5

10. The teacher takes time and is willing to help students individually.

almost never		sometimes		almost always
1	2	3	4	5

11. How would you rate the teacher's knowledge of the foreign language and culture?

poor		good		excellent
1	2	3	4	5

12. In general, how would you rate the relationship between the teacher and the students?

poor		good		excellent
1	2	3	4	5

13. Is each class hour well planned and well organized?

almost never		sometimes		almost always
1	2	3	4	5

14. Does each class contain a variety of activities?

almost never		sometimes		almost always
1	2	3	4	5

15. The teacher teaches from materials other than the textbook.

almost never		sometimes		almost always
1	2	3	4	5

16. The teacher speaks the foreign language in a way that the students can understand.

almost never		sometimes		almost always
1	2	3	4	5

17. The directions and explanations are clear.

almost never		sometimes		almost always
1	2	3	4	5

18. Homework assignments are worthwhile and help the students to learn.

almost never		sometimes		almost always
1	2	3	4	5

19. How would you rate the amount of work required for this course?

too much		about right		not enough
1	2	3	4	5

20. The students know and understand how they are graded.

almost never		sometimes		almost always
1	2	3	4	5

21. The teacher is fair in grading the students.

almost never		sometimes		almost always
1	2	3	4	5

22. The teacher returns tests, quizzes, and homework promptly.

almost never		sometimes		almost always
1	2	3	4	5

23. What aspects of the class have you liked most? What things have helped you to learn the foreign language? What things have given you good feelings about the class? (Be as specific as possible.)

24. What aspects of the class have you liked least? What things have not been worthwhile in your opinion? What has given you bad feelings about the class? (Again, be specific.)

25. What could the teacher do to improve the class, the atmosphere, the teaching and learning that takes place in the foreign language?

26. What could the other students do?

27. What could you do?

EVALUATING THE TEXTBOOK*

Although a few people have found ways to teach a foreign language successfully without the aid of a commercially produced text, the vast majority of language teachers seem convinced that the textbook is an essential instructional tool. Thus, since the text assumes such importance in determining local curricula, it is advisable to exercise great care in its selection. This, in turn, implies the need for selective criteria. Such criteria have been developed; in the opinion of many people, however, previous criteria have been excessively biased in favor of a particular methodological school. The criteria presented in Samples 3 and 4 attempt to minimize penalties against a given text on the basis of having a particular theoretical orientation or lack thereof. Care has been taken to accommodate diversity and to avoid narrow adherence to any given "party line." It is, perhaps, self-evident that evaluative criteria of any kind are only partially helpful in selecting a text series. The careful personal examination and evaluation of materials would, ideally, be supplemented with field testing of text components in the classroom situation. For comparing a number of texts, a five-point scale is suggested. The points can be charted for each book with respect to each of the criteria given in Samples 3 and 4.

One way of reducing the tedium of the evaluation task is to evaluate first- and second-year texts as series, not as individual books. The vast majority of school personnel and teachers purchase books in a series. Changing series between the first and second years confronts students with the need to adjust to wholly altered formats and emphases at a time when their skills are not developed enough to cope with this type of adjustment. There is also research showing that there are such vocabulary variances between series that breaking series can overload the student with the need to acquire new vocabulary to be able to use the second-year text.

Teachers can further reduce the evaluation task by using a skim-and-scan process to lower the number of texts to the top two or three sets of materials. Teachers can use a "rule-of-thumb" test applying the following points to identify the two or three books in which they are the most seriously interested.

* Lorraine A. Strasheim in the January 1984 issue of The Dialog, a foreign language newsletter published by the Indiana University Office of School Programs, advocated evaluating textbooks on the basis of their communicative and cultural content in an effort to assure that these two primary goals of foreign language instruction are met. In this context, she utilized the communication and culture sections of a more extensive textbook evaluation instrument developed by Leslie J. Harbour of the University of Illinois, adding one item to Harbour's items — the last line dealing with "durability." This is an important issue in many school districts when teachers are selecting textbooks.

Attractiveness. How attractive is the layout of the series from the standpoint of the kinds of students to be taught? Is there a flow and organization that draws and holds the reader's attention and interest?

Organization. Is the subject matter or idea content around which each unit or lesson is organized in a cultural context?

Diversity. Do the illustrations and ideational content give the students' minds a chance to travel through a broad spectrum of views of social classes, age groups, and geographical areas? Do the materials include signs and symbols of the culture — such things as menus, forms of various kinds, tickets, signs, and advertisements? Are the illustrations and information as up-to-date as possible?

When teachers have narrowed the available texts to the two or three in which they are most interested, they should develop a detailed evaluation instrument that focuses on the two primary goals of foreign language instruction — the development of communicative competence and of cultural awareness or sensitivity. These are the two goals stressed in this curriculum guide.

Sample 3

TEXTBOOK EVALUATION FOR MODERN FOREIGN LANGUAGES*

Emphases: Communication and Culture

Title_____ Level_____

Publisher_____ Copyright Date_____

Scale: (Poor) 1 2 3 4 5 (Excellent)

Exercises

_____ There are a sufficient number of exercises to ensure a reasonable assimilation of the grammar structures presented.

_____ The exercises are ranged from easy to more difficult.

_____ The exercises can be done both orally and in writing.

_____ The exercises use both new and old vocabulary.

_____ The language level of the exercises is current, not stilted.

_____ There are many personalized exercises.

_____ All of the exercises are contextualized.

_____ There is a variety of exercise types.

_____ There are exercises in the form of games.

_____ There is provision for small group, large group, and individual learning practice.

_____ There are exercises that promote the communicative use of the language (roleplaying, interviews, etc.)

_____ There are adequate exercises to cover listening comprehension.

_____ There are writing exercises (compositions, etc.).

_____ There are adequate exercises to cover speaking skills.

_____ There are reading comprehension questions that really require comprehension of the passage to answer.

* Individual items and basic format by Leslie J. Harbour, University of Illinois.

Communicative Activities

_____ Students are given adequate opportunities to use the language in conversational situations.

_____ There is a good variety of communicative activities throughout the book.

_____ There are more communicative activities than mechanical drills.

_____ The communicative activities build from easy to more difficult.

_____ The communicative activities are meaningful, not manipulative (i.e., students are not forced to lie).

_____ The communicative activities are sequenced with the grammatical presentations so that the students are prepared with the necessary vocabulary, etc.

Culture

_____ The cultural information presented is of interest to most students.

_____ The cultural presentations are integrated into each unit.

_____ The culture is reflected in the presentation of language.

_____ All segments of society are represented.

_____ There is a sufficient amount of cultural information provided.

_____ There are lots of pictures, photos, cartoons, realia, etc.

_____ The foreign culture is compared and contrasted with United States culture.

_____ Nonverbal behaviors are described.

_____ There are maps included in the units that warrant them.

_____ There is a full-page, clear map of each country in which the foreign language is spoken.

_____ There is time allotted to the study of contemporary youth.

_____ The cultural material is current.

_____ The cultural information presented would be of use to the student if he/she ever traveled or lived abroad.

_____ The material on culture is presented in the foreign language where appropriate.

Reading Material

_____ The reading material is of proper interest level for high school age students.

_____ The reading material is natural, not contrived.

_____ The socio-cultural aspect of the people is integrated into the reading materials.

_____ The reading material comes in varied forms (not all in dialogue form, for example).

_____ A variety of topics are covered.

_____ There is coverage of a number of countries in which the foreign language is spoken.

_____ The readings are ranged from easy to more difficult.

_____ There is reading material presented that does not deal directly with the grammar being presented in the unit.

_____ There are reading passages that are linked with the chapter content.

_____ There is reading material presented for the sole purpose of skill development.

_____ There is some exposure to foreign literature (excerpts from short stories, poems, plays, etc.).

_____ The reading materials reflect current language usage.

General Considerations

_____ Units in the text are presented on a thematic basis.

_____ There are color photos of high quality in the text.

_____ There is a useful index at the end of the book that includes verb conjugations, vocabulary, and grammatical structures.

_____ There are drawings or pictures used to illustrate vocabulary words where appropriate.

_____ The text weight and size are feasible for locker space.

_____ The text is appealing aesthetically.

_____ The text will endure for the adoption period.

Sample 4

TEXTBOOK EVALUATION FOR LATIN*

Title_____ Level_____

Publisher_____ Copyright Date_____

Scale: (Poor) 1 2 3 4 5 (Excellent)

_____ To what extent do the materials use consistent acceptable terminology in the presentation of grammatical concepts?

_____ To what extent are the materials "real" Latin as opposed to "made" Latin?

_____ To what extent are the directions and explanations clear and precise?

_____ To what extent do the materials provide an opportunity to develop the reading skill by utilizing all four skills (listening, speaking, reading and writing)?

_____ To what extent do the materials contain sufficient exercises to develop the student's grammatical and syntactical skills?

_____ To what extent do the materials contain sufficient activities to develop the student's English vocabulary skills?

_____ To what extent are the materials presented culturally authentic?

_____ To what extent do the materials contain cultural presentations which reflect the everyday life of the target culture?

_____ To what extent is the cultural content integrated with the linguistic and skill content?

_____ To what extent do the materials follow a logical, sequential development (is there a progression of difficulty, reentry of vocabulary, etc.)?

* Lorraine A. Strasheim, "1983 Language Arts Textbook Adoption Evaluation Questions for Latin," Indiana University Office of School Programs.

_____ To what extent could the materials normally be mastered in the time allotted?

_____ To what extent do the materials provide a variety of learning activities?

_____ To what extent can the materials be adapted to fit varying student needs?

_____ To what extent is the content of the materials appropriate to motivate student interest by avoiding a single theme such as war, military affairs, mythology, etc.?

_____ To what extent are the materials designed to be compatible with instructional alternatives such as individualized instruction, mini-courses, multilevel classes, small group activities, etc.

_____ To what extent do the materials provide learning for the student along with suggested activities and learning processes to achieve these objectives?

_____ To what extent do the supportive materials (workbooks, tapes, slides, tests, etc.) correlate with the basic materials? (If no supportive materials, mark "1").

_____ To what extent does the teacher edition explain the intended use of the various components of the materials? (If no teacher edition is provided or if teacher edition is merely an answer key, mark "1").

_____ To what extent do the materials promote a positive self-image for students of all socio-economic groups?

_____ To what extent do the materials favorably portray a variety of roles for members of both sexes?

_____ To what extent do the materials provide for the development of healthy attitudes and values?

EVALUATING STUDENT PERFORMANCE

The discussion of classroom testing, especially in a state curriculum guide, is a thorny issue. Classroom tests must be tailored not only to broad statewide standards, but also to fit practical constraints of individual teaching situations. Class size, instructional facilities, or teaching loads often influence teachers to use tests that can be administered easily and graded quickly. Often the need for efficiency undermines the effective assessment of student progress in reaching the goals and objectives teachers set for their programs.

Yet, it is clearly recognized that there is a vital link between teaching and testing; for the effectiveness and credibility of foreign language programs, teachers need to test what they aim to teach. In view of situational constraints, then, teachers need to develop tests that are both practical and follow the philosophy and goals of their curriculum. This section will suggest ways to develop a classroom testing program toward the goals and objectives set forth in this guide.

PURPOSES OF TESTING

Testing is often divided into two main types: achievement testing and proficiency testing. Achievement testing is classroom-specific in that it is limited to a set amount of the material taught and graded in terms of teacher expectations, or against the results of other students taking the same test. Proficiency testing exceeds the bounds of the classroom in its scope and measures learner ability against an absolute standard, such as the ability of a native speaker of the language being tested.

This curriculum guide is based on the criterion of functional language use, that is, what learners can do in the foreign language — the real test of language learning. In this guide, use of the foreign language is considered in the four skills of reading, listening, writing, speaking, with culture and grammar integrated in each area. Tests, then, should measure these skills in approximations of authentic situations.

SCOPE OF TESTING

In analyzing tests from a functional perspective, there are three important questions to consider.

Knowledge or Usage. Do the tasks tested require knowledge or use of language? Knowledge includes both memorized information, such as which

past participle goes with which infinitive, and comprehension of concepts, such as whether the preterit or imperfect is used for habitual action. Use involves a context, however minimal, such as asking students to enumerate items to be bought, or to recount what they did the previous night. Similarly, asking when the French or the Germans shake hands measures knowledge of culture, while a role-play in which students greet someone and shake hands actively involves cultural aspects. Many of the tests teachers give aim to assess both knowledge and use; this is appropriate since, for foreign language students, knowledge is prerequisite to correct usage. The philosophy and goals of a foreign language curriculum should reflect a balance between tasks designed to measure knowledge and tasks designed to measure use. This guide suggests that the testing emphasis should be on functional language use.

Single or Combined Skills. Do the tasks tested require ability in a single skill area or in a combination of skill areas? Traditional testing often asks students to perform in more than one skill area at a time: to listen to a dictation and transcribe it correctly, to understand a question and write a response, or to read a passage and write a paragraph demonstrating comprehension. Integrative tests are realistic, of course, in that people are often required to use more than one linguistic skill at a time. With integrative tests, however, it is often harder to identify learning problems. Is the wrong answer to an oral question that requires a written answer due to a misunderstanding of the oral question or an inability to write the desired answer? Is a poor essay written in response to a reading task a result of poor reading ability or to a weakness in written expression? Teachers who wish to test skills separately, especially for diagnostic purposes, might consider multiple-choice and true-false questions as a means of assessing listening and reading, or they might even ask students to write answers in English. Although it is unnatural to mix languages, more accurate diagnostic information might then be obtained, as students typically perform at different levels in different skills. It is essential, especially when evaluating functional use in various skill areas, to consider carefully the demands of each task in the test in order to obtain a realistic picture of student performance.

Authentic Context. Do the testing tasks present language in as authentic a context as possible? Any testing situation, especially in a classroom, is somewhat contrived; yet, when evaluating functional language use, it is important to simulate authentic linguistic situations. Sentence-length questions, such as fill-in-the blank exercises to test verbs with infinitives in parentheses, present language in a minimal context: it is often unnecessary for students to understand the sentence in order to conjugate the verb properly. Such exercises can be made more realistic by giving a choice of two or more verbs, to ensure that students read and understand the sentence.

Sample 5

VERB CHOICE EXERCISE

Je suis en retard et j' _____ (attendre/entendre/apprendre) le bus depuis 10 minutes. [I am late and I _____ (to wait for/to hear/to learn) the bus for 10 minutes.]

In order to ensure comprehension and offer a more complete context in a more authentic linguistic situation, verbs to be used in a paragraph can be presented in a list accompanying the paragraph. In grading such items, credit can be given both for choosing an appropriate verb (a reading/vocabulary task) and for correct completion of the blank (a writing/grammar task).

Sample 6

VERB COMPREHENSION EXERCISE

Complétez les phrases suivantes par la forme correcte du verbe qui convient (présent, futur proche, impératif). [Complete the following sentences with the correct form of the appropriate verb (present, immediate future, imperative).]

C'est lundi matin. Anne et Marc parlent de leurs projets pour le weekend.
avoir avoir envie demander devoir être
pouvoir sortir vouloir parler faire
[It is Monday morning. Anne and Marc are talking about their plans for the weekend.
to have to feel like to ask to need to be
to be able to go out to want to speak to do]

Anne: Marc, qu'est-ce que tu _____ ce weekend?
_____ -tu aller voir un film allemand vendredi soir?

[Anne: Marc, what _____ you _____ this weekend?
_____ you _____ to go see a German film Friday evening?]

Marc: Bien sûr que non! Je _____ avec Mireille vendredi soir et elle ne _____ pas allemand. Nous _____ d'aller au concert à Paris.
[Marc: Of course not! I _____ with Mireille Friday evening and she _____ not _____ German. We _____ going to the concert in Paris.]

Anne: Malheureusement tu ne _____ pas aller à Paris. Ta voiture est chez le mécanicien! _____ à Mireille si elle a une voiture! [Anne: Unfortunately you _____ not go to Paris. Your car is in the repair shop. _____ Mireille if she has a car!]

The answers to the three key questions presented above determine the types of tests teachers give and thereby the degree to which teachers truly measure progress toward the objectives of their courses. As the above examples suggest, discrete-point tests tend to measure knowledge and skill in a minimal context. Global or hybrid tests (mixture of discrete-point and global tasks) more closely approximate communicative language use, in that items are more open-ended and are presented in context. Unfortunately, time constraints often inhibit teachers from giving global or hybrid tests, because they often take more time to grade. Teachers might use a sequence of discrete-point and global tests, through which students progress from demonstrating knowledge and limited usage in a minimal context toward demonstrating functional usage in a more authentic context. Such a sequence can direct student learning while saving teachers time over the marking period.

TESTING SPEAKING

From a practical point of view, the most difficult type of test to implement is the speaking test. Yet, in a curriculum that emphasizes oral skills, students' speaking needs to be tested to give them feedback on their progress, and to underscore the importance of learning to speak the language.

Although this guide is based in part on the ACTFL guidelines, the ACTFL interview is neither the most appropriate nor the most practical means of testing students' speaking ability. The ACTFL interview is a proficiency test. As such it is designed to measure large differences in ability; it is not a fine enough instrument to measure week-to-week learning. The ACTFL interview takes from 10 to 30 minutes per student and therefore would be impossible to use in the typical school setting. However, the tasks presented in the ACTFL interview can direct teachers in designing oral achievement tests to meet the practical constraints of schools.

At early levels of proficiency, the key tasks of the ACTFL interview are to identify objects, list memorized material such as the days of the week, ask and answer basic questions ("Who?" "What?" "When?" "Where?"), to do simple role-plays involving common situations encountered in the target culture, and present monologues on familiar topics (e.g., family or leisure activities). These tasks are suggested as language-program objectives in this guide.

In order to accomplish oral testing, teachers might consider giving "one test" on several occasions over a marking period. In this way they can include a variety of tasks without taking too much class and instructor time. For example, one week students might be asked, during class, to identify a series picture. Students receive points for identifying the picture and perhaps also for making appropriate

corrections of classmates' answers. Rewarding students for making corrections keeps them involved during the entire testing process. Another week, part of a class period might be devoted to oral question/answer in which some students ask questions from cue cards (e.g., a picture of a sun to cue weather questions) and other students answer. Points could be given both for the question and the answer, as well as extra points for corrections. Grading here might be based on three features: appropriateness, correct grammar, and pronunciation/fluency.

Later students might work in pairs or triads to do a prepared or spontaneous role-play, such as "You call to invite a friend to dinner. Tell him or her when to come, what to bring, and where you live." Role-plays can be performed over several days and points given. A simpler version of a role-play involves one student reading a situation and another making a response appropriate to that situation. For example, one student reads, "Vous etes a Paris. Vous allez a la gare pour prendre un train a Nice. Achetez un billet et demandez quand le prochain train part." ["You are in Paris. You go to the station to take a train to Nice. Buy a ticket and ask when the next train is leaving."] Another student responds, perhaps as follows: "Un aller simple pour Nice, s'il vous plait. C'est combien? A quelle heure part le prochain train?" ["A one-way ticket to Nice, please. How much is it? When does the next train leave?"] In this exercise, points can be given both for the oral reading and for responding to the situation. Contexts may be chosen to encourage application of cultural information. Later in the marking period, students might give an explanation, tell a story, describe a vacation, or define future plans and goals. Classmates would listen to the monologues and ask questions of the speaker. Points would be given for the monologue and for asking and answering questions. By the end of the marking period, each student would have accumulated points that could equal the points allotted for a major exam. In this way, oral assessment is treated more as a classroom activity than as a traditional test; it is spread over many class periods instead of being assigned to a single period, and it is more a social activity than a solitary one. However, the grade is substantial and the message is clear: the oral segment of the course is important to the final grade.

TESTING WRITING

To teach and test writing functionally, teachers should ask students to produce some extended composition on their own. Testing writing is of course time-consuming, especially in grading. Much current research suggests that it is less important to mark all errors in student composition than to have students write frequently. Composition, then, is probably more appropriate to directed classwork and in homework than to testing. To ensure that students properly respect this aspect, grades on assignments can certainly be weighted to equal those of tests. To improve student performance and to facilitate grading, teachers can direct students through several drafts, making only a few brief comments on key

points, and, if class atmosphere permits, having students work with classmates to identify some errors and clarify style. Grading of the final draft might be simplified by using three categories:

* effectiveness of communication;
* content expressed and vocabulary used;
* control of grammar, spelling, and punctuation.

TESTING LISTENING AND READING

The two receptive skills are more difficult to assess and thus testing them is often neglected in the classroom. The major problem is that testing these skills generally involves writing, with the risk that the focus is on the written answer rather than on listening or reading. As noted earlier, responses to a reading or a listening text can be multiple-choice, true/false, or given in English to limit the test to a single skill. If teachers desire to combine skills, they can ask students to write a brief ending to a longer story or dialogue, and weight grading so that more points are given for demonstrating understanding through an appropriate answer than for the accurate form of that answer. Dictation is perhaps the most widely used integrative exercise for testing comprehension of a spoken text, although it necessarily involves correct transcription. Traditional exact-word grading places the emphasis on the written form rather than on the substance of the message. The focus of dictations can become more evenly distributed between oral understanding and written transcription if both aspects are graded equally by giving points for capturing the meaning of a phrase or sentence, even if words are spelled or verbs conjugated incorrectly, and giving points for grammatical and orthographic accuracy.

Further development is necessary of testing strategies for listening and reading. Since listening and reading skills are receptive, students have no control over the vocabulary and grammar involved in the message. Yet since it is through listening and reading our students continue to learn foreign languages beyond the classroom, it is especially important that they have a firm foundation in these two skills. These skills, which can be tested quite efficiently, are often neglected in favor of the two skills that require more time and effort to assess. Teachers need to develop effective and varied means of functionally assessing the abilities to read and understand speech in order to promote development of these skills.

It is important to recognize and develop the link between teaching and testing; through a testing program, teachers discern the degree to which students have accomplished objectives. Then they can direct students' learning to unmet objectives. This guide suggests teaching for functional language usage in all four language skills, with the integration of culture and grammar. In implementing such a curriculum, teachers need to design and scrutinize tests to ensure they measure students' abilities to function in each skill in a culturally authentic context.

Appendices

APPENDIX A

A C T F L
P R O F I C I E N C Y G U I D E L I N E S

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading, and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

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GENERIC DESCRIPTIONS - SPEAKING

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: -- create with the language by combining and recombining learned elements, though primarily in a reactive mode; — initiate, minimally sustain, and close in a simple way basic communicative tasks; and — ask and answer questions.

Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narrative and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced	The Advanced level is characterized by the speaker's ability to: — converse in a clearly participatory fashion; — initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; — satisfy the requirements of school and work situations; and — narrate and describe with paragraph-length connected discourse.
Advanced	Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some detail, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.
Advanced-Plus	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms of confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex

tasks, language may break down or prove inadequate.

Superior

The Superior level is characterized by the speaker's ability to:

— participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical, and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

GENERIC DESCRIPTIONS - LISTENING

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low

Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.

Novice-Mid

Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic

	personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
Novice-High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing, and/or a slowed rate of speech for comprehension.
Intermediate-Low	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
Intermediate-Mid	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal backgrounds and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.
Intermediate-High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to

	failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.
Advanced-Plus	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished	Able to understand all forms and styles of speech pertinent to personal, social, and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural reference and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debate, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

GENERIC DESCRIPTIONS - READING

These guidelines assume all reading texts to be authentic and legible.

Novice-Low	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
Novice-Mid	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
Novice-High	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-high level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.
Intermediate-Low	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear

	underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.
Intermediate-Mid	Able to read consistently with increased simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate-High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this

level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters, and simple technical material written for the general reader.

Advanced-Plus

Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior

Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on

	actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

GENERIC DESCRIPTIONS - WRITING

Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.

Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling, and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of non-natives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used the writing of non-natives.
Intermediate-High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work, and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspects, some precision is displayed; where tense and/or aspect is expressly through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of non-natives.
Advanced-Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and in a wide

general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

SUGGESTED
SECONDARY SCHOOL PROFICIENCY LEVELS
FOR FRENCH, GERMAN, AND SPANISH*

END OF YEAR	LISTENING	SPEAKING	READING	WRITING
1	intermediate low	novice mid to high	novice mid	novice high
2	intermediate high	intermediate low	intermediate low	intermediate low
3	advanced	intermediate mid	intermediate high	intermediate mid
4	advanced plus	intermediate high	advanced	intermediate high
5-6	Students should be within the advanced level in all skills			

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APPENDIX B

SAMPLE EVALUATION MODEL

An assessment of a school's foreign language program is essential for determining the program's effectiveness. The following checklist is reprinted with permission from Handbook for Planning an Effective Foreign Language Program, California State Department of Education, copyright 1985. Some factors of the checklist apply specifically to teaching in California; Iowa educators can substitute similar questions that apply to teaching in this state. The complete handbook is available for $3.50 from Publications Sales, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

The checklist contains guidelines to determine a program's strengths and weaknesses. After the checklist has been completed, one can plan follow-up procedures to improve the areas of the programs where weaknesses appear.

The purpose of the checklist is to discover the strengths and weaknesses of a local foreign language program. This device is meant to be a beneficial medium for local planners to use in stimulating constant, positive growth in their foreign language program. The rating categories are defined as follows:

- **Ineffective:** The listed feature is either entirely lacking, or it is producing no results.
- **Somewhat effective:** The local program does incorporate this feature, but it is not accomplishing fully the desired results.
- **Effective:** The local program is doing a quite satisfactory job here, but there are ways for doing even better.
- **Very effective:** The local program is doing an outstanding job in providing the opportunities or features so rated.

PLANNING FOLLOW-UP PROCEDURES

After the staff has marked the checklist as objectively as possible, a summary of the results can prove helpful in planning follow-up procedures to upgrade the program. A suggested format follows:

1. The checklist shows that our program is very effective in the following areas:
   a.
   b.
   c.

2. The checklist shows that we need to work to become more effective in the following areas during the coming year:
   a.
   b.
   c.

3. The checklist shows that we lack the following aspects of a completely effective foreign language program:
   a.
   b.
   c.

4. We have the following specific plans for improving the effectiveness of our program:
   a.
   b.
   c.

CHECKLIST FOR ASSESSING A SCHOOL'S FOREIGN LANGUAGE PROGRAM

This checklist contains criteria for evaluating the effectiveness of the foreign language program components.... A definition of the ratings categories appeared previously in this chapter.

	Ineffective	Somewhat effective	Effective	Very effective
1 - INTRODUCING AN EFFECTIVE PROGRAM				
How effectively does the foreign language program ensure that:				
1. Communication is the main goal of foreign language learning?				

	Ineffective	Somewhat effective	Effective	Very effective
3. Grammar and other components of language learning are viewed not as ends in themselves, but clearly as a means to enhance the students' ability to communicate in the language?				
4. Students' needs and expectations for being able to communicate in the language are taken into account by those who plan and teach foreign language courses?				
4. A clearly stated plan or curriculum outline exists for the foreign language program and each course in it?				
5. The foreign language staff has read and discussed the contents and implications of this handbook, the "Foreign Language Framework for California Public Schools," the "Point of View Statement for Modern Foreign Language Instruction," and "Model Curriculum Standards, Grades Nine Through Twelve."				

2 - LEARNING FOREIGN LANGUAGES

A. Overview of Foreign Language Instruction

How effectively does the foreign language program ensure that:

	Ineffective	Somewhat effective	Effective	Very effective

1. Efforts are made to determine students' most effective learning modes (visual, auditory, kinesthetic, and so forth) and to use these modes when instruction is being planned?

2. Teachers have flexibility in choosing the instructional methods — but are accountable for achieving program objectives?

B. Aspects of Communication

How effectively does the foreign language program ensure that:

1. Students perform many interesting tasks involving real or realistic communication?

2. Time spent in class prior to communication activities is minimized?

3. Students assimilate new language material first through sufficient time spent listening to or reading the language?

4. Students' reading tasks include intensive and extensive reading. Reading instruction includes the various processing skills listed in "Receptive Skills for Learning Languages" on page 9 of this handbook?

	Ineffective	Somewhat effective	Effective	Very effective
5. Students listen to and read the language before spontaneously using it to speak and write.				
6. Appropriate comprehensible responses are acceptable, especially at beginning levels: single words, short phrases, incomplete sentences, or utterances with grammatical errors?				
7. Communicative language tasks are organized around frequently used language functions that have broad application in many situations?				
8. Writing tasks are mainly communicative in nature and include practice with the appropriate writing conventions for the target language?				
9. Proficiency is clearly the objective of foreign language listening, speaking, reading, writing, and cultural instruction and activities in the classroom?				
10. Teachers have received instruction and training in assessment of students' proficiency?				
11. Communicative situations are designed to give students practice with most of the common cultural features of the language and people?				
12. Objectives regarding personal tolerance of cultural differences and appreciation of diversity are included in the program?				

	Ineffective	Somewhat effective	Effective	Very effective
13. Objectives and activities incorporating many global education topics are an integral part of the foreign language program?				
14. The foreign language program includes objectives for students designed to develop constructive perceptions of the world as a system and to decrease ethnocentric and stereotypical perceptions?				

C. An Effective Instructional Sequence for Students

How effectively does the foreign language program ensure that:

1. Teachers are offered training in effective classroom procedures, such as the California Effective Classrooms Training (ECT) Program, or are they at least made familiar with such concepts.				
2. Instruction is based on the ECT sequence or a similar research-based sequence?				
3. Teachers are able to manage small-group activities?				

Element One: Setting the Stage

How effectively does the foreign language program ensure that:

1. Lesson objectives are clear to the students?				

	Ineffective	Somewhat effective	Effective	Very effective

2. Students know why and how they will be carrying out a particular learning task?

3. Students' desire to reach each lesson's objective is stimulated?

4. Classrooms are visually exciting and reflect the language and culture?

5. Guests from abroad and social studies teachers are invited to make presentations?

Element Two: Providing Input

How effectively does the foreign language program ensure that:

1. **Language models are presented in great variety?**

2. **Classroom instructions and language explanations are given in the foreign language as soon as possible?**

3. **Pretests are used to group heterogeneous students?**

4. **A variety of materials is available for teachers and students to use?**

5. **A library or collection of realia is maintained and used?**

6. **The introduction of new language content and functions is accompanied by a variety of visuals?**

	Ineffective	Somewhat effective	Effective	Very effective

Element Three: Providing Guided Practice

How effectively does the foreign language program ensure that:

1. Realistic, relevant, and interesting language is the basis of all practice?
2. Practice activities are varied to prevent the students' responses from becoming mechanical?
3. Stereotyped sentence openers ("gambits") and interjections are included in models and practice?
4. Textbook exercises are adapted to serve a course's goals and objectives better whenever necessary?
5. Visuals are used to emphasize content and culture and to aid memory?
6. Students are aware that grammatical forms are a means to conveying a clear message?
7. Teachers are aware that any guided practice prior to communication should be brief and that practice should then be continued through communication tasks?

Element Four: Providing Evaluation

How effectively does the foreign language program ensure that:

	Ineffective	Somewhat effective	Effective	Very effective
1. The results of students' practice under a teacher's supervision are frequently monitored to determine whether students are ready for more communication activities?				
2. Grammatical perfection is not a necessary prerequisite for communication experiences, nor a necessary outcome of practice?				
3. A variety of additional activities for students who are slow to reach short-term objectives is provided?				
4. The evaluation mode matches the objective; e.g., alternatives to written tests are provided to determine students' oral proficiency and so forth?				
5. Teachers are familiar with the various oral proficiency testing devices available?				

Element Five: Providing Application and Extension of Instruction

How effectively does the foreign language program ensure that:

1. Students are made aware of the extent of their progress after each lesson or unit?				
2. Cultural features are integrated into all stages of language presentation and practice?				

	Ineffective	Somewhat effective	Effective	Very effective

3. A collection of tasks for communication practice is available to use?

4. At least half of the class time is devoted to communication activities in the foreign language?

5. A communication-based system of evaluation is used rather than a grammar-based system?

6. Students use sources of foreign language experience in the local community as an extension of classroom experiences?

7. Cocurricular activities for foreign language students are provided and encouraged? (See page 20 of the "Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve.)

D. The Role of Homework

How effectively does the foreign language program ensure that:

1. Students have access to audiovisual equipment outside class time (in the classroom, library, media center, or, for some, at home)?

2. Homework assignments are based on a foreign language department model, with objectives and directions included?

	Ineffective	Somewhat effective	Effective	Very effective
3. Some assignments are given requiring participation in foreign language experiences other than classroom kinds of learning, such as television shows, telephone calls, movies, and so forth?				

3 - IMPLEMENTING FOREIGN LANGUAGE PROGRAMS

A. Presenting an Overview

How effectively does the foreign language program ensure that:

1. A needs assessment is made periodically?
2. A policy exists concerning the composition of the group charged with the responsibility for curriculum change?
3. In-service training is given to the planning group?

B. Reviewing the Philosophy

How effectively does the foreign language program ensure that:

1. A unifying philosophy for the foreign language program exists?
2. Secondary goals are clearly established as contributing factors to the main goal?

	Ineffective	Somewhat effective	Effective	Very effective

3. Recommendations are obtained from the whole school and community before final goals are set?

C. Choosing Major Objectives

How effectively does the foreign language program ensure that:

1. Major objectives are stated in terms of what students can do with the language?

2. Major objectives are regarded as stages along the way to the main goal of the foreign language program?

3. A scale of proficiency levels and of interim short-term communication objectives is established?

4. Reading and writing objectives are established, as well as oral objectives?

5. Cultural objectives are included with each level of speaking, listening, reading, and writing objectives?

D. Selecting Languages and Materials

How effectively does the foreign language program ensure that:

1. A reevaluation of the languages offered occurs at times?

2. An up-to-date priority list of languages to be added exists, based on recommendations from many resources?

	Ineffective	Somewhat effective	Effective	Very effective

3. Currently used textbooks have been evaluated in the light of local philosophy and goals?

4. Available commercial materials are evaluated periodically?

5. In-service training sessions are held periodically to exchange ideas or create materials or to adapt currently used texts for communication activities, if necessary?

E. Establishing Short-term Instructional Objectives

How effectively does the foreign language program ensure that:

1. Units of work contain a clear objective leading to a major proficiency level?

2. Teachers have model lesson plans to use for organizing daily or weekly instruction?

3. Communication-based evaluation suggestions are provided for use after units of instruction have been completed?

F. Implementing the New or Revised Plan

How effectively does the foreign language program ensure that:

1. A channel exists through which recommendations for change can be forwarded?

	Ineffective	Somewhat effective	Effective	Very effective
2. A format is established in which recommendations for change are cast?				
3. An alternative scheduling plan exists to help students with scheduling conflicts maintain acquired skills?				
4. Articulation meetings are held with feeder or higher level schools on a regular basis, but especially if changes in the program are contemplated?				
5. Evaluation procedures are established for assessing the effectiveness of the foreign language program?				
6. Course outlines exist for teachers and administrators to use?				

4 - PROVIDING FOR EFFECTIVE FOREIGN LANGUAGE STAFF DEVELOPMENT

A. An Overview for Planning

How effectively does the foreign language program ensure that:

1. In-service training is a continuing feature of the foreign language program?				
2. Teachers have received training in employing many realistic communicative activities in the classroom?				

B. Teachers Helping Themselves

	Ineffective	Somewhat effective	Effective	Very effective
How effectively does the foreign language program ensure that:				
1. Teachers who improve their language or teaching proficiency by going abroad or by taking courses receive recognition or incentives?				
2. Teachers are encouraged to tailor instruction to students' interests and learning styles?				
3. Teachers who improve student proficiency by employing new ideas and so forth are commended and given some positive evaluation?				
4. Teachers remaining professionally current are commended and given positive evaluation?				
5. Teachers who consistently bring students to high levels of proficiency are commended and given positive evaluations?				
C. Schools and Districts Helping the Teachers				
How effectively does the foreign language program ensure that:				
1. An adequate share of available finances is provided for foreign language programs?				
2. Scheduling and counseling practices do not negatively affect the foreign language program?				

	Ineffective	Somewhat effective	Effective	Very effective
3. In-service programs of many kinds exist for foreign language teachers?				
4. Teacher and program assessments are based on proficiency results, that is, how well students can actually perform communication tasks?				
5. Students and teachers have access to services provided by county, state, national, professional, commercial, and foreign source?				
6. The entire foreign language staff participates when major changes are contemplated?				
7. Opportunity is provided for some experimentation with promising innovative ideas?				
8. The foreign language department has a fair share of any available services of aides, secretaries, or master teachers?				
9. The school's hiring policy includes significant criteria and interviewing by staff who are knowledgeable about foreign language instruction?				

APPENDIX C

ENROLLMENT AND GRADUATION REQUIREMENTS

Although many United States colleges and universities do not require foreign language study for admission, most recommend it. In Iowa, all three state universities require foreign language study for graduation in most majors.

The following article, reprinted from Lovejoy's Guidance Digest, lists the colleges and universities that require a foreign language for admission. The article is followed by the graduation requirements in foreign language of the state's three public universities.

LOVEJOY'S GUIDANCE DIGEST
Colleges - Prep & Vocational Schools
39th Year, XXXIX, No. 1, Red Bank, NJ. 07701, September, 1985.

Lovejoy's Admissions Survey Lists Colleges Where Foreign Language is Required.

Based on a survey conducted by our research department, we learned that foreign language study at the secondary school level is not required by the majority of college and universities in the United States. Many, however, while not requiring it, do strongly recommend it. The schools listed below are those who answered our survey saying they DO require a foreign language for admission; each school's qualifying comments are included. The requirement is for two years unless otherwise noted in parenthesis.

CA-California, U. of (Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, Santa Cruz), Claremont McKenne, Dominican C., Mount St. Mary's, Notre Dame, C. of, Pepperdine, U., Point Loma Nazarene, Santa Clara, U. of (2-3), Southern California, U. of, Thomas Aquinas, Whittier;

CO-U.S. Air Force Acad.;

CT-Connecticut, U., of, Connecticut C. (3), Eastern Connecticut State U., Fairfield U., Trinity, Wesleyan (3-4);

DC-Catholic U. (3 for A & S), George Washington U., Howard U., Trinity (3);

FL-Florida A & M, Florida U. of (2 in '86), Stetson (for Liberal Arts);

GA-Emory U;

IL-Chicago, U., of, Illinois Benedictine, Loyola U. of Chicago, Northwestern U.;

IN-Butler, DePauw, Earlham (1), Hanover, Manchester, Notre Dame, U. of, Purdue (Calumet, in some program), Saint Mary's. Wabash;

KY-Center C.;

LA-Nicholls State (2 in '86);

ME-Bowdoin (3 sem.), Maine, U. of (Farmington, Orono), Southern Maine, U., of;

MD-Goucher (3-4 units), Loyola C. (2-3), Mount St. Mary's, Notre Dame C. of Maryland (3), St. John's, U.S. Naval Acad., Western Maryland C.

MA-Anna Marie, Assumption, Becker Jr. C., Boston C., Brandeis (3), Clark, Curry, Elms, Emmanuel (3), Massachusetts, U. of., Massachusetts Maritime Acad., Mount Holyoke, Southeastern Massachusetts U. (for A & S), Smith, Stonehill, Tufts (3), Westfield State C.;

MS-Mississippi U. for Women, Wood Jr. C.;

MT-Rocky Mountain C.;

NH-Notre Dame C., River, St. Anselm, White Pines C. (1);

NJ-Caldwell, Drew, Felician, Georgian Court, Princeton (3), Rutgers (Camden C. of Arts & Sciences, C. of Pharmacy, Douglass, Rutgers C.), St. Elizabeth, C. of, Seton Hall, St. Peter's C., Upsala;

NM-New Mexico. U. of, St. John's C.;

NY-Adelphia (2-3), Canisius, Colgate (3), Columbia C. (3), Cornell (in some majors), Fordham, Hobart & Williams Smith, Houghton, Iona, Long Island U. (Brooklyn, C.W. Post), Manhattan C., Manhattanville C., Marist, Malloy, Mount St. Vincent, C. of,

Nazareth C. of Rochester, New Sch. for Social Research, New York U. (2-3), Niagara, Russell Sage, Skidmore, SUNY (Binghamton for Liberal A & S only), St. Lawrence U. (3), St. Thomas Aquinas, U.S. Military Acad., Utica C., Wagner, Webb Inst. of Naval Arch.;

NC-Davidson C., Elon, Guilford, High Point, North Carolina, U. of (Chapel Hill, Charlotte, Greensboro, Wilmington), Queens, Sacred Heart, Salem, St. Mary's, Wake Forest;

OH-Cincinnati, U., of, Cleveland State (depends on major), Denison (3), Kent State (2-3), Kenyon, Marietta, Miami U., Mount Vernon Nazarene, Notre Dame C. of Ohio (for some majors), Oberlin (2-3), Ohio Wesleyan U., Steubenville, U. of, Toledo, U. of, Ursuline C., Walsh, Wooster, The C. of, Xavier, Youngstown State.

OK-Oklahoma Baptist U.;

PA-Albright, Alvernia, Bucknell, Bryn Mawr (3), Cedar Crest, Chatham, Dickinson, Elizabethtown, Geneva, Gwynedd-Mercy (for BA), Haverford (3), Immaculata, Juniata, Lafayette, LaSalle, Lebanon Valley, Lehigh, Moravian, Muhlenberg, Pennsylvania State U. (for some programs), Pittsburgh, U. of (Pittsburgh, Titusville-3, Bradford-2), Rosemont, Scranton U. of, St. Joseph's Susquehanna, Thiel, Villanova (usually), Washington & Jefferson C., Westminster;

RI-Brown, Providence, Rhode Island, U. of (for most programs), Rhode Island C.;

SC-Benedict C., Wofford C.;

TN-Rhodes, South, U. of the, Southern C., Tennessee, U. of (Knoxville-for Liberal Arts), Vanderbilt;

TX-Rice, Southwestern U., Texas, U. of (Austin), Trinity C.;

VT-Norwich U., St. Michael's;

VA-Bridgewater (for BA), George Mason U., Hampden-Sydney, Hollins (3), James Madison U. (for BA), Mary Baldwin, Randolph-Macon, Sweetbriar (3-5), Virginia, U. of, Washington & Lee;

WA-Gonzaga, Washington, U., of, Whittman C.

GRADUATION REQUIREMENTS AT IOWA'S THREE UNIVERSITIES

IOWA STATE UNIVERSITY
Ames

Three years of one foreign language in high school will satisfy the college requirement for graduation. While the college does not expect all students to meet this requirement before entering, students who have the opportunity to complete three years of one foreign language in high school are strongly urged to do so.

To obtain a baccalaureate degree from the College of Sciences and Humanities, curriculum in sciences and humanities, a student must satisfy a graduation requirement equivalent to the first year of university-level study in one foreign language (that is, completion of two-semester sequence in any one foreign language).

The requirement may be met by three or more years of high school study in one foreign language with an average of at least 2.00 on a 4.00 scale, and prospective students are encouraged to begin foreign language training as early as possible in their academic careers. Students who have a strong foreign language preparation may attempt to acquire college credit by taking a test-out examination which is administered each semester by the Department of Foreign Languages and Literatures.

Students who have completed two years of high school study in one foreign language with an average of at least 2.00 on a 4.00 scale may choose to satisfy the foreign language requirement by (a) satisfactory performance on the foreign language examination administered by the Department of Foreign Languages and Literatures, (b) completion of a minimum of six credits of designated foreign cultures courses, or (c) completion of a two-semester, university-level sequence in any one foreign language.

Credits applied toward the foreign language requirement, including the foreign cultures courses, cannot be used to satisfy the general education requirements, but students who have fulfilled the foreign language requirement may apply additional courses in foreign languages or foreign cultures toward the appropriate general education groups.

UNIVERSITY OF IOWA
Iowa City

Four semesters of a foreign language are required for the B.A. degree and two semesters for the B.S., B.F.A., and B.M. degrees. The requirement may be satisfied by the methods described below.

High School Courses

Successful completion of four sequential years of study of the same language in high school meets the B.A. degree requirement. Two sequential years in high school meets the B.S., B.F.A., and B.M. degree requirement. Students must complete the fourth year of high school language for the B.A. degree and the second year for the B.S., B.F.A., and B.M. degrees.

College Courses

Successful completion of four sequential semesters of the same language in college, or their equivalent, meets the B.A. degree requirement. The completion of two sequential semesters in college, or their equivalent, meets the B.S., B.F.A., and B.M. degree requirements. Students must complete the fourth semester of college language for the B.A. degree and the second semester for the B.S., B.F.A., and B.M. degrees.

Combinations of High School and College Courses in the Same Foreign Language

One year of high school study in a foreign language is the equivalent of one semester of college work. Successful completion of sequential years of one language in high school followed by sequential semesters of the same language in college will meet the requirement. Students must complete the fourth semester of college language in sequence for the B.A. degree and the second semester in sequence for the B.S., B.F.A., and B.M. degrees.

Proficiency Examinations

Satisfactory performance on an achievement examination measuring proficiency equivalent to that usually attained after four semesters of college study meets the B.A. degree requirement. Proficiency equivalent to that usually attained after two semesters of college study meets the B.S., B.F.A., and B.M. degree requirement. (Academic credit will not be given.)

Additional Comments

A course in a foreign language may not be taken pass-nonpass if it is part of a sequence of courses used to satisfy the foreign language requirement.

Students may receive credit for college courses that duplicate high school work in a foreign language.

If a student selects French, the foreign language requirement for the B.A. degree may be fulfilled by taking a sequence of courses culminating in 9:12 Intermediate French, or 9:106 Second-Year Composition and Conversation, or a combination of 9:105 Second-Year Composition and Conversation and 9:26 French Conversation First Level. 9:26 alone is not sufficient to meet the fourth semester requirement. Other combinations are possible. Contact the department of French, 10 Schaeffer Hall (phone 353-4087).

A two-semester sequence of either elementary Chinese or elementary Japanese (a total of 12 semester hours) will meet the foreign language requirement of a B.A. degree. One semester of either of these languages (six semester hours) will meet the foreign language requirement for the B.S., B.F.A., and B.M. degrees.

There is no foreign language requirement for the Bachelor of General Studies or the Bachelor of Liberal Studies degrees.

Students who are proficient in a foreign language not usually taught at the University of Iowa may validate their proficiency (academic credit will not be given.)

UNIVERSITY OF NORTHERN IOWA
Cedar Falls

Students entering UNI who graduate from high school in 1989 are required to demonstrate a level of competence in a foreign language equivalent to that achieved after the second semester at the college level. Students entering UNI who graduate from high school in 1990 and after are required to demonstrate a level equivalent to that achieved after the third semester at the college level. One year of foreign language in high school is considered to be equivalent to one semester of foreign language at the university.

The foreign language competency requirement can be satisfied in the following ways:

1. Satisfactory* completion of three years of high school study in one foreign language.

2. Satisfactory* completion of a combination of high school and college study in one language equivalent to the competence achieved after the third semester at the college level.

3. Satisfactory performance in an achievement examination measuring proficiency equivalent to that attained after the third semester of college study in one foreign language.

*Satisfactory completion means a minimum grade of "C" in the last course taken to meet this requirement.

The prospective university student should develop a basic reading or speaking knowledge of a foreign language, classical or modern. A minimum of three years of study in one language is recommended.

There is a foreign language requirement for graduation from the University of Northern Iowa which may be met by successfully completing three years of high school coursework in one language.

NUMBER OF PUPILS ENROLLED IN FOREIGN LANGUAGE COURSES IN IOWA PUBLIC SCHOOLS, 1978-1986

Course	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
French I	4,590	4,166	4,387	4,525	4,936	5,686	6,032	5,975
French II	2,013	2,308	2,363	2,542	2,721	3,176	3,596	3,806
French III	1,123	1,084	1,123	1,089	1,322	1,552	1,792	1,900
French IV	607	615	594	674	673	962	980	1,149
French V	83	196	163	—	—	—	—	7
German I	2,903	2,458	2,620	2,725	2,494	2,638	2,956	2,690
German II	1,273	1,331	1,370	1,303	1,364	1,423	1,435	1,688
German III	569	495	613	543	560	571	610	692
German IV	253	261	246	292	303	444	350	385
German V	25	33	22	—	—	—	—	7
Latin I	255	221	196	307	206	229	306	281
Latin II	104	108	102	87	110	96	107	132
Latin III	5	10	17	18	12	16	22	20
Latin IV	—	3	2	1	3	3	3	10
Latin V	35	29	27	—	—	—	— 1/2 unit	54
Russian I	17	14	2	20	27	56	95	65
Russian II	6	23	29	23	9	11	10	37
Russian III	20	—	—	2	—	—	—	—
Spanish I	8,349	7,636	7,960	8,943	9,880	11.579	14,320	14,706
Spanish II	3,638	3,786	3,935	4,318	4,756	5,466	6,945	8,379
Spanish III	1,590	1,620	1,707	1,794	2,019	2,431	2,683	3,180
Spanish IV	724	777	817	929	1,046	1,168	1,414	1,623
Spanish V	178	106	124	—	—	—	—	5
Norwegian I								17
Japanese I-IV								21
Italian I								16
Total Foreign Language	28,360	27,280	28,461	30,135	32,441	37,520	43,656	46,845
Total Pub. Sch. Enrol. (9-12)	193,204	185,093	177,195	168,720	160,028	155,675	153,830	152,134
%Stud. Enrol. Foreign Lang.	14.7%	14.7%	16.0%	17.9%	20.2%	24.10%	28.38%	30.79%

APPENDIX D

CAREER OPPORTUNITY SAMPLES

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Oskaloosa, Iowa 52577

Secretary/Treasurer:
Sherry Winters
7720 Brookshire Drive
Urbandale, Iowa 50322

Dues: $5.00

American Association of Teachers of French

President:
Barbara Maitland
1704 Applewood Place, N.E.
Cedar Rapids, Iowa 52402

Secretary:
Charlene De Hoet
Apartment 1, 63 S. Johnson
Iowa City, Iowa 52240

or send to:

Professor Fred M. Jenkins
AATF National Executive Director
University of Illinois
57 E. Armory Avenue
Champaign, Illinois 68120

Dues: $21.00

American Association of Teachers of German

President:
Sonja Darlington
Ames, Iowa 50010

Secretary/Treasurer:
Frances Roller
4516 Beavercrest
Des Moines, Iowa 50310

Dues: Salary up to $20K = $20.00
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8533 N.W. Beaver
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American Council on the Teaching of Foreign Language (ACTFL)
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President:
Alice Omaggio
University of Illinois - Urbana

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$40.00 (joint membership)

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